

JUNIOR ARTS AND ACTIVITIES



THE MAGAZINE
FOR THE
ELEMENTARY
TEACHER OF
TODAY

•
CREATIVE
ACTIVITY MATERIAL
AND IDEAS FOR
CLASSWORK

• Abraham Lincoln •

VOLUME 7 NUMBER 1
FEBRUARY 1942

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Here are a few of the subjects:
Elephant, Beaver, Tiger, Kangaroo
and Giraffe.

AT MOUNT VERNON

Inscription on the tomb of Washington

Washington, the brave, the wise,
Supreme in war, in council, and
the good,
in Peace,

Valiant without ambition, dis-
creet without fear,

Confident without presumption.

In disaster, calm; in success,
moderate; in all, himself.

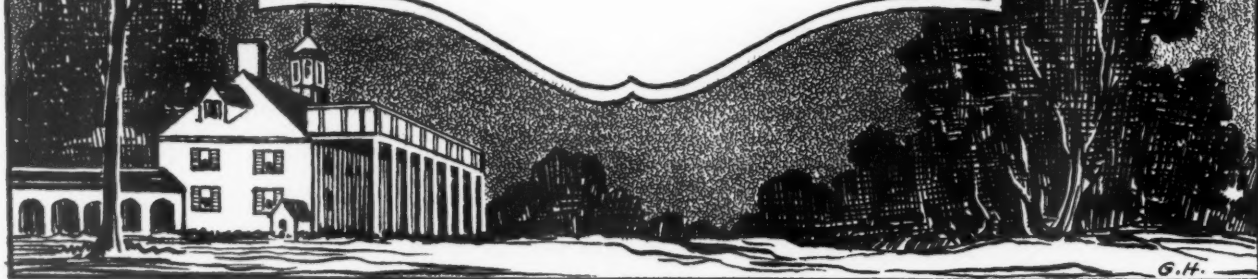
The hero, the patriot, the Chris-
tian.

The father of nations, the friend
of mankind,

Who, when he had won all, re-
nounced all,

And sought in the bosom of his
family and of nature, retire-
ment,

And in the hope of religion, im-
mortality.



G.H.

VOLUME 7

NUMBER 1

FEBRUARY, 1940

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CHILDREN STILL LEARN

Children still read, write and learn history and geography, but teachers are no longer trying to give the children education. They are trying to guide them in finding education as a way of rich living. The same subjects are taught today, but so differently than they were in the years past. Today, new and fascinating methods are employed — methods which, instead of putting the brain to sleep as so often was the case a few decades ago, wake up the wish to know, stimulate curiosity, cultivate self-reliance and create a desire in every boy and girl to know and learn more.

Cultivating the love of learning is perhaps the most important purpose of the elementary school. Today, children are finding that school is a part of living and not something far removed from it. School is not merely a place where children read books, write lessons, have examinations and receive work. It is a place where the children live and grow and have their being. They delight in the adventures of the pioneers — write letters — dramatize stories — create poems — they work with their hands and minds developing a project which may incorporate every essential school subject. Thus they learn because they want to.

In step with this trend in education and to assist in giving the children the inspirational material with which to work, the JUNIOR ARTS AND ACTIVITIES magazine came into being just three years ago this month. The entire JUNIOR ARTS AND ACTIVITIES organization wants to take this opportunity to express their gratitude to the many teachers who, through their use of JUNIOR ARTS AND ACTIVITIES, have helped us build a magazine that has found its place in schoolrooms in every state in the nation.

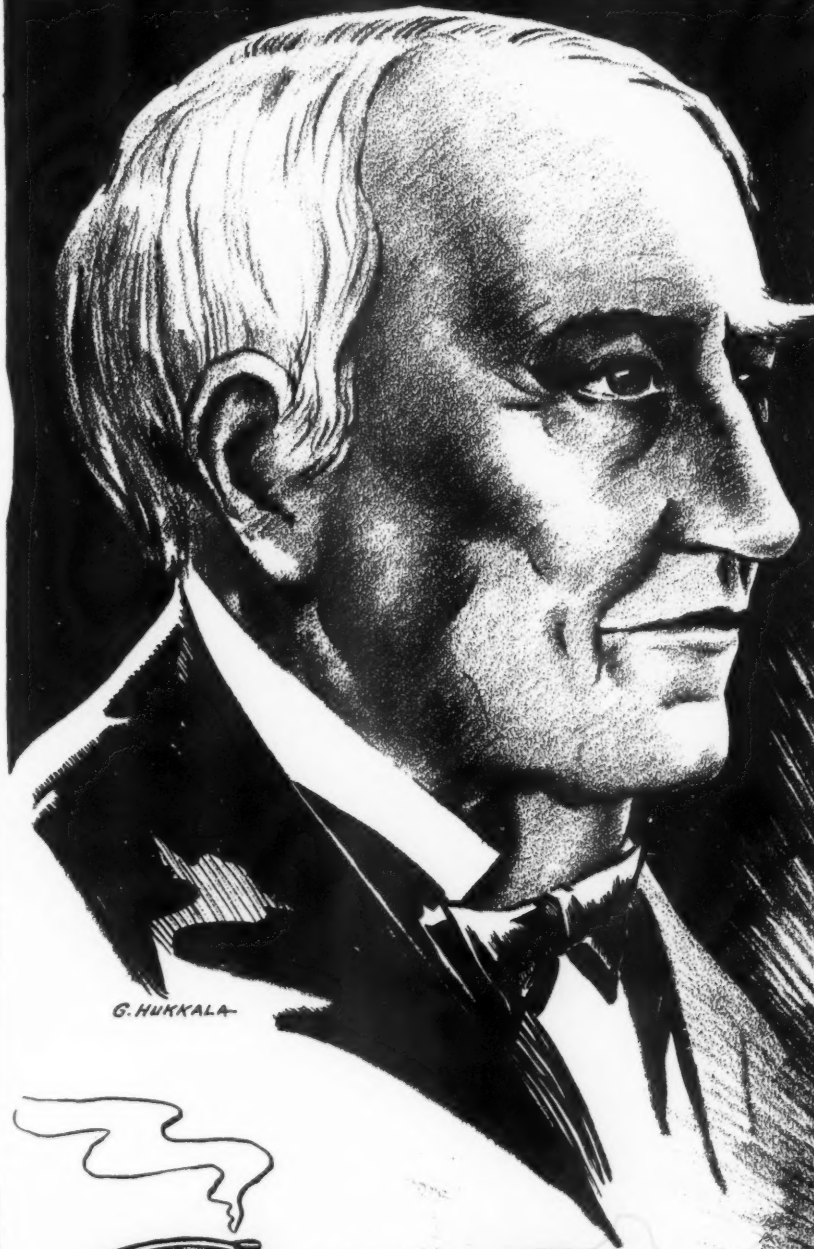
—Editor

Thomas Alva Edison

THOMAS ALVA EDISON

February 11, 1847 - 1931

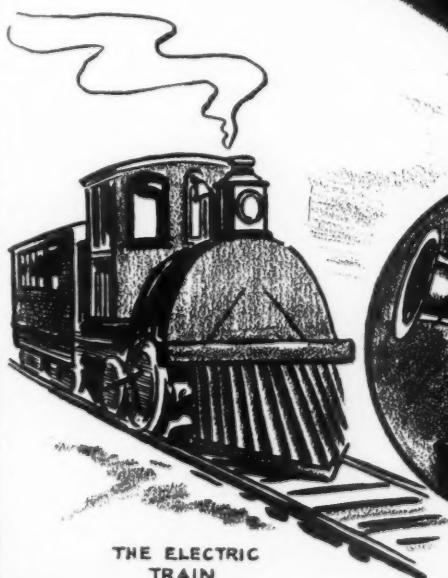
Born in the pioneer town of Milan, Ohio, Edison became one of the world's greatest inventors. Although he took out patents on over a thousand inventions, he attributed his success to hard work rather than to the wizardry of his own genius. The most important of these inventions was the incandescent lamp which led on to the modern electric power house, the X-ray, the electric locomotive, phonograph, and moving picture machine. His last experiments created a substitute for rubber. On a Congressional medal presented to Edison is this inscription: "He illuminated the path of progress by his inventions."



BIRTHPLACE OF EDISON
MILAN, OHIO



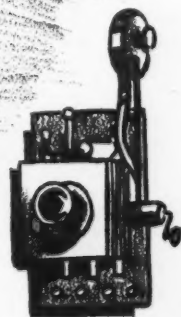
THE YOUNG
TELEGRAPHER
WORKING ON /
AN EXPERIMENT



THE ELECTRIC
TRAIN



PHONOGRAPH



HELPED DEVELOP
THE TELEPHONE



REPLICA OF
EDISON'S
INCANDESCENT
LAMP

The American Way

by ELIZABETH FARMER

"I do not mean to say we are bound to follow implicitly in whatever our fathers did. To do so would be to discard all the lights of current experience, to reject all progress, all improvement. What I do say is, that if we would supplant the opinions and policy of our fathers in any case, we should do so upon evidence so conclusive, and argument so clear, that even their authority, fairly considered and weighed, cannot stand."

—Abraham Lincoln.

As instruction in history during the first few grades is mainly oral, the stories and talks, poems and songs relating to the characters and scenes considered should fill the child with a burning enthusiasm to know more about the history of our country. The teacher will find that her selections are chosen, perhaps unconsciously, by the medium of thoughts influenced by her early training. This proves conclusively that the teaching of history is most valuable in developing the morals of future citizens. What were the characteristics of Lincoln that made him one to be held up as a criterion of moral worth? Teach the children to put themselves in the place of the people they are studying, and to make a mental picture of the early times in which they lived.

Remember that history and geography are closely related and that the physical characteristics of a country greatly determine its development. Its history is modified by such men as Lincoln, the statesman, Edison, the inventor, and Longfellow, the poet, all of whose birthdays fall in February. The name of Lincoln is so much a part of the conflict between North and South, that how they came to quarrel should be considered. A study of late Colonial life should reveal the climate, soil, and topography of the South which made the way of living among the Southern people different from that of people living in other sections. This should be followed by a consideration of how this difference in the two sections industrially had its effect on their misunderstanding each other.

Born in a log cabin surrounded by forests, Lincoln remained in Kentucky eight years, then was taken by his family to a new settlement in Indiana. In telling how the mother and daughter took turns in riding on the two horses which bore the bedding and cooking utensils, the young pupils will gain knowledge of how

the pioneers who opened up the West traveled. The father floated down the Ohio on a raft and a cabin was built in another primitive forest, the young boy helping to split the logs for the fence which enclosed it.

Lincoln's mother could read but the father could neither read nor write; the son was sent to school where he learned from an old spelling-book. Having learned to read, he devoured the Bible, Aesop's Fables, and Bunyan's Pilgrim's Progress; and he made the life of Washington his constant study. He held Henry Clay in great regard and through him imbibed some of the ideals of Jefferson and Madison. Bancroft says of this period of his life: "For the rest, from day to day, he lived the life of the American people, walked in its light, reasoned with its reason, thought with its power of thought, felt the beating of its mighty heart, and so was in every way a child of nature, a child of the West, a child of America."

What was it, to be a child of the West? The first colonists had settled on the coast, and how the pioneers overcame the first barrier, the Appalachian Mountains, and how the difficulties of this travel in a savage wilderness were overcome, mark the beginning of the new democracy in a New World. Fur traders and Indian scouts, fearless and resourceful, followed three roads into the western lands, and over river-roads and Indian trails went into the Ohio country and made their homes. Recall some of these brave men who went into the Ohio country during the days of the Revolutionary War; recall such names as Clarke, Boone, Robertson, and Sevier. Show that the expedition of Lewis and Clark who crossed the Great Divide prepared the way for the settlement of the Mississippi Valley and the lands farther west. Look up the part played by the Bird Woman, the Indian squaw who did much in helping to win the West. Look up the geography of the journey noting Council Bluffs, the Platte River, and the Columbia River. Locate John Jacob Astor's fur-trading post in Astoria, and prove how Oregon's climate made it a favorable place for settlement.

In their search for new homes, the frontiersmen in their fringed-leather hunting jackets, with their rifle and their powder horn, reached the Mexican country. Zebulon Pike, Davy Crockett, Sam Houston, and Colonel Bowie explored the Southwest and helped to settle Texas. The

Southwest became a cotton growing section and people left the old South to settle on lands about the Mississippi and the Gulf. Pro-slavery men went to Texas and the Southwest, and anti-slavery men to the Oregon country and California. Missionaries went west before the pioneers and their work among the Indians and Negroes is cited as one reason the West was against slavery. Tell the story of Dr. Whitman and the Jesuit Missionaries. Look up the three different routes used by settlers who followed the "Gold Rush" and how one has become an American waterway. Make a study of the Panama Canal.

With a potato famine in Ireland, and an unsuccessful revolution in Germany, European immigrants commenced coming to America. Many of these people stayed in the eastern cities and helped in the growth of New York and Boston. Is this the reason America has been called a "Melting Pot?" Show how the invention of machinery commenced to establish factories. The new power looms took the place of the old spinning wheel and Andrew Carnegie came to America from Scotland with his father to work in the cotton factory in Pittsburgh. He remained to give his adopted country a cultural background through his gifts to libraries and other institutions of learning. (See page 22, November, 1939.) The building of the first factory in the United States, at Lowell, Mass., introduced a new way of living.

Cyrus Hall McCormick made it possible for the immigrant to make money on the farmlands of the West (see September, 1939, page 18) and by 1820 a map of the United States, if made pictorially, would show cotton and slaves in the South, factories and ships in the East, and cattle and corn in the West. It was during the days of the early 1800's that Lincoln's boyhood was lived. At this time a group of New England writers were growing up. Longfellow was born on February 27, 1807; James Russell Lowell, on February 22, 1819; and Nathaniel Hawthorne was to write his great American romances picturing Puritan moral values. Much of their work was to help in making the history of our country what it is. Horace Greeley, born February, 1811, was also to make contributions with his pen. Great inventions on land and water were solving the problems of trade and travel, such inventions as those of Robert Fulton and Peter Cooper, the latter's birthday falling on February 12. Can you see why February is called the Month of Famous Birthdays?

Filled with ambition, Lincoln when nineteen, sought employment on a flat-boat going to New Orleans on the Mississippi. What he saw there, slaves being sold on an auction block, made him an enemy of slavery. Again, Bancroft says: "In the individual man, and still more in a nation, a just idea gives life, and progress, and glory; a false conception portends disaster, shame, and death." The great statesmen of Virginia had fought slavery and vainly struggled to abolish the slave

trade, opposed in their efforts by New England traders. It was the desire of Washington's heart that Virginia should renounce slavery, and he freed his own slaves. Madison would not consent to the annexation of Texas for fear his countrymen would fill it full of slaves. Jefferson encountered such difficulties he said in despair: "I tremble for my country when I reflect that God is just, that His justice cannot sleep forever." Nor did it, for Jefferson's clause in the Ordinance of 1787 made all the northwest territory a land for free men.

The men of the Revolution were replaced by a new generation who, blinded by a desire for greater wealth, devised all manner of excuses in an effort to prove that slavery was good. This new school of politicians finally decided that the slave was property and was not entitled to protection. Daniel Webster was the speaker for the North, and John Calhoun for the South. The poets who wrote on slavery were Longfellow, Whittier, Holmes, and Lowell. Lincoln was to say that one book did much to win the war, *Uncle Tom's Cabin*, by Harriet Beecher Stowe. The great Civil War lasted four long years and cost the flower of young manhood in both North and South. Look up the work of Clara Barton in the Civil War.

Lincoln went to the White House as a president of a divided people. When he called for volunteers, it was a call for men to "Save the Union." The success of the Union made this country respected abroad and our trade between nations was strengthened. From the time that George Washington had a vision of a "vast inland navigation of these United States," to the pounding of the golden spike when the Union Pacific stretched still farther into the West, interstate commerce was established on a sure basis. Those brave men who had overcome mountains and mastered great rivers and endless plains made a united Republic possible, united not only by trade but by an American way of thought.

Activities:

Make a pictorial map showing how pioneers went westward over the great National Road built by the United States Government. This road between Uniontown and Brownsville followed a historic trail and well-worn route of travel laid out before the Revolutionary War. The Indians had found it convenient to travel through the forests over the "Warrior's Path" in Virginia to the Alleghenies. Older trails had been trampled out by animals, and these were used by the Indians in trading and migrating. There were three great trails which crossed the Alleghenies by way of Virginia, Pennsylvania, and Maryland from the banks of the Potomac down into the Ohio Valley. Washington was the first surveyor to explore the ancient Indian highway.

The first successful trading company formed in the colonies built a blockhouse and trading post in the Allegheny region in 1739. Nearby, picture Cresap's first

fort, near Hagerstown. The Ohio Company followed the Indian Trading Path, guided by a line of gashed trees, into the rich lands of the central west for possession of which France and England were to enter into warfare. The first troops of Virginia soldiers erected Fort Necessity, the route to become still more historic by the annihilation of Braddock's army. The path, though widened by Washington, was not wide enough for an army, so one twelve feet in width was cut. It was completed to the northern bank of the Monongahela, where the city of Braddock, Pennsylvania, now stands. This was the Cumberland Road.

There were two other routes of the buffalo. First through northern New York, the present course of the New York Central railway, an overland route to the lakes; second through Virginia and Kentucky, first marked out by Daniel Boone. This route was known as the Wilderness Road. These roads were "high ways," for the buffalo had sensed that on these ridge roads the water was quickly shed, snow was swept away by the winds in winter, and breezes scattered brush or leaves in summer, so there was less chance of forest fires.

The first great tide of emigration went largely over Boone's road blazed through Cumberland Gap. Afterwards the National Road served until the coming of the railroads. By this time steamers were plying the Ohio, and when the road reached Wheeling, river navigation became available. United States mail coaches ran between Washington, D. C. and Wheeling. The road was extended to Zanesville, Ohio, following Zane's Trace, marked out by Colonel Zane, from Lancaster and Chillicothe to Kentucky. It was easy to descend the river but hard to return by water, so this shorter course overland to Pennsylvania and the East from Kentucky was needed badly.

Write a letter describing a trip taken on a stage coach with its six galloping horses, with its handsome silk plush lining. There were three seats inside, each capable of holding three passengers and room upon the driver's high center seat for an extra passenger. There were no braces or springs, and the seats were placed crosswise, so the passengers entering by a door in front had to climb over them. At the other end was the baggage boot. Sometimes twenty coaches traveled in a single line stopping at wagon-house yards to rest the horses over night. While the guests stayed at inns along the road there was opportunity to hear the conversation of statesmen who traveled by coach. Describe such a conversation, and the costumes worn by men and women travelers.

Look for pictures of toll-gates and toll-houses and of Harper's Ferry, which was connected with early travel to the West. Before the roaring fires of the taverns sat not only statesmen and fine ladies, but plough boys and European immigrants; the National Road carried not only Conestoga wagons and stage coaches but ideas which intermingled to make our American

way of thought what it is today.

Look on your maps and see if the Mason and Dixon Line is there. Learn how the lands given the two early colonizing merchant companies were carelessly granted so there came to be trouble over the boundaries of Maryland and Pennsylvania. Two English surveyors, Mason and Dixon, set up milestones on the line, every fifth stone being a "crown" stone with the arms of Lord Baltimore on one side and the arms of William Penn on the other. Contrast the general mourning on Lincoln's death with the bitterness of former feuds. "Friends and foes mingled their tears in one sincere lament for the irreparable loss the country had sustained." As Carl Sandburg writes: "The prairie years, the war years, were over."

Primary Grades: Citizenship should begin in first grade and continue through the whole school experience. A study of great men should cultivate a spirit of kindness and loyalty and develop qualities of character which contribute to social welfare. Make a log cabin, fort, clay animals, a raft, wagon, and trees for a forest. Through the work and hardship of the early settlers, show how we have many modern advantages as a result of the hardy characters of our forbears. In the fourth grade, debate as to which was the better place in which to live, the South or North. Paint a frieze showing wagons and coaches on the trail. Dress dolls to show how people dressed. Learn the folk songs of the immigrants who came to America. Dramatize an early school (see Eggleston's *Hoosier Schoolmaster*), and have talks by older citizens. Borrow antique furniture, dishes, articles of clothing, and so on, and give an assembly program in connection with the exhibit.

Intermediate and Higher Grades: Examples for a time line—1607, first English colony at Jamestown—1619, Dutch man-of-war sells 20 Negro slaves in Jamestown—1620, English young women arrive to become wives of settlers—1732, George Washington is born—1749, group of Virginians granted land, six million acres, in Ohio; colonists start over Alleghenies—1803, Ohio has become a state; America has bought all territory westward to the Rockies; American flag flying over New Orleans; Lewis and Clark start for the Northwest—1818, center of population in eastern West Virginia; Illinois becomes a state, 21 stars in the flag; stagecoach road laid out to Ohio—1821, Florida occupied by Americans—1836, Texans win a territory larger than Germany—1837, Michigan settled by pioneers and becomes state; settlers on the Oregon Trail; Mormons going to Utah; covered wagons on way to Kansas—1846, California independent; settlers come to find gold, raise golden grain and golden fruit—1858, first mail service to Pacific Coast; center of population in Ohio—1860, immigrants pouring in from Ireland and Germany; secession of South Carolina—1861-1865, the Civil War; Lincoln, the War President.

ABRAHAM LINCOLN



Here are quotations for a Lincoln folder which show his kindly character, his patience, and his wisdom.

"Have you never realized . . . that Lincoln though grafted on the West, is essentially, in personnel and character, a Southern contribution."

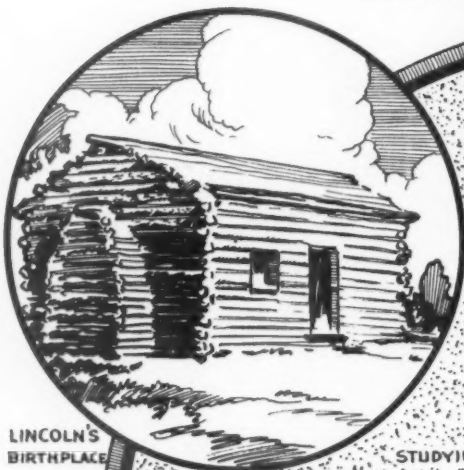
—Walt Whitman.

"Enemies? There are no such things. The Southern States have never really been out of the Union. . . Love rules — let her mightier purpose win."

—Abraham Lincoln.



THE
RAILSPLITTER



LINCOLN'S
BIRTHPLACE



AS A
POSTMASTER



COVERED
WAGON

STUDYING



LINCOLN THE LAWYER



LINCOLN'S INVENTION
FOR LIFTING VESSELS
OVER SHOALS

BLACK
HAWK WAR



GETTYSBURG ADDRESS

ANN
RUTLEDGE



MARY
TODD



IN THE
ILLINOIS STATE
LEGISLATURE



GEORGE WASHINGTON

★ ★ ★ ★ ★ ★ ★ ★

Develop a folder or scrapbook with drawings, clippings, and quotations showing how Washington's character is revealed through anecdotes, and by the results of his actions. Show how his boyhood and work as a surveyor proved him honest, patient, and brave. His later life reveals his courtesy, courage, and modesty.



SURVEYOR



FORT
NECESSITY



MOUNT
VERNON



WASHINGTON
AS A BOY



CROSSING THE
DELAWARE



DECLARATION
OF INDEPENDENCE



INDIAN ATTACKS
WASHINGTON



FIRST PRESIDENT
OF THE UNITED STATES

DEFEAT OF
GENERAL
BRADDOCK



VALLEY FORGE



SURRENDER OF
CORNWALLIS AT
YORKTOWN



THE THIRTEEN
COLONIES

G. HUKKALA



LATE COLONIAL LIFE



by ELIZABETH FARMER

"By means of history, the pupil enjoys intercourse with the great minds of the best periods; but he must learn not so much the year and the day of the destruction of a city, as noble traits of character; not so much occurrences, as to form correct judgment upon them."

—Montaigne.

(Born Feb. 28, 1533.)

The passing of time is most important in a consideration of Colonial life. The New Englanders followed the Virginians while the New Amsterdam colony was settled at another time. To clarify the subject, draw a line on the board and list the periods of settlement in chronological order. Although the Revolutionary War is usually considered the end of the Colonial period, if the underlying principles of our history are studied and not the mere details, such as dates and events, the line will begin with the year 1600 and continue through the entire seventeenth century.

After the Revolutionary War it was the union of the thirteen small independent states, left with local freedom of government, which led to the Civil War when men gave their lives to preserve the "Union." American history shows that other nations helped to furnish the ideals that have made our country what it is today. What it will become in the future depends upon the honesty, tolerance, and nobility of its future citizens. The children now growing up will be called on to elevate public life, and the training they receive in school will go a long way in fostering high aims. One way to teach them to be true to these high aims is to study the lives of the illustrious men and women who have shaped the fortunes of our country in the past.

First, look at a historical map showing the result of the period of discovery and exploration. Spain occupied the southeastern portion of North America, England the Atlantic slope and France the northeastern and central portions. Why was England the only country to gain permanent possession of the continent? What were the different purposes which led to the settlements? The Spaniards sought gold, but they opened up the continent and planted civilization. The English came to found homes where their ideas of liberty might be carried out. The French were more concerned with the fur trade and the conversion of the Indians. The French had a despotic government in the Old World, while England had local self-government to a greater extent than any other nation. Do these

causes for the founding of the colonies help to answer the question?

Next in importance is a consideration of the character of the people who made the colony a success. Many of the first men who came to Virginia were irresponsible. Regardless of rich soil, a pleasant climate, and fine rivers, the colony would have been a failure except for the energy of a few men. Tobacco led to trade with England and created a demand for slavery which greatly influenced social life. There was no manufacturing and so, few cities, and the settlers became country gentlemen with individual ownership of land. The plantations were isolated, there were no free schools, and institutions were aristocratic.

When George Washington was born in 1732, Virginia was surrounded by Indians and buffaloes, transportation was difficult, there were inadequate ships and routes for sailing, and many incidental hardships. When George's father died he left most of his property to the two sons of his first wife and George and his mother faced poverty. One of the half-brothers, Lawrence, took the eleven year old boy into his home, Mount Vernon, left him by the father, and here George Washington learned the courtly manners which so impressed those with whom he came in contact.

Otherwise, his educational opportunities were limited. He had a natural gift for surveying, the maps he made as a boy being unusually beautiful. On his death Lawrence left Mount Vernon to George Washington, and after marrying a rich widow, Martha Custis, he grew rich enough to be of material aid to the cause of the Revolution. It must be remembered that a large part of the colonial population was hostile to the Revolution, and the word "American," first urged by Washington, was not universally popular. Washington's work as a surveyor for Lord Fairfax helped him to get command as a soldier, an event most important in the annals of our country for it led to his being chosen Commander-in-Chief of the American army. He planned most of the fighting in the Revolutionary War, and only through his efforts and the aid of Lafayette, was the cause won.

During Washington's eight years as President, he continued to hope that there might be a united government without fixed parties, but two major groups were forming. One was headed by Jefferson who believed in states' rights and individualism, and the other was represented by Hamilton who upheld the theory of

one central power, or federalism. This difference in opinion began at once to draw a line between the North and South. Though Jefferson and Hamilton differed in their ideas, they both rendered exceptional service to their country under the Constitution.

When Washington retired from the Presidency and returned to his home he spent his last days directing repairs and improvements on his estate. He kept in touch, however, with public affairs through correspondence which, both at home and abroad, took much of his time. Hamilton Wright Mabie says of this: "No letter was unanswered. One of the best-bred men of his time, Washington deemed it a grave offense against the rules of good manners and propriety to leave letters unanswered."

What can the school children of today learn from this period of our history that will stay with them as they go out into the world of tomorrow? When Captain John Smith realized that the first Virginia colony was a "misery" and a "ruin," he did something instead of giving way to despondency. Now a white monument marks the spot with these words: "A series of difficulties successfully surmounted." Another marker in the old church at Jamestown announces: "To the glory of God . . . and the ancient planters of Virginia who . . . maintained stout hearts and laid the foundation of our country." That was their ideal, "To the glory of God"; and the union of thought between religion and the inspiration of freedom, resulted in a great State.

The plan at first was to hold all labor and food in common, but the plan was soon changed to one of private ownership. It was the determination of these landholders not to be taxed without their own consent which led them into war with England. In this new land of freedom there must be no tyranny over thought, one of the drawbacks of the totalitarian states of today. The new order prospered in contrast to the old, for an old record says: "The most honest among them would hardly take so much time and pains in a week as now for themselves they will do in a day. They reaped not so much corn from thirty as these three or four now provide for themselves."

Virginia produced statesmen, soldiers, scientists and religious leaders whose words and acts still are a power for good, "for lessons to the multitude unborn." These were the concluding words in an oration by James Madison, a student in William and Mary College in 1772. Later,

he told the Federal Convention that the line of division between the North and the South should be seriously considered. What were the distinctive interests of the southern states which made this prophecy come true? John Rolfe's scientific method of curing tobacco built up great plantations and stimulated the trade. This brought in the slave trade with the tragic results of the Civil War. The poor soil in New England did not require slave labor on the farms to any great extent.

It took the colony of Jamestown one hundred and fifty years to develop its own strength. Jefferson initiated the investigation of natural resources of the country, the Lewis and Clarke expedition being the result. When Washington sent Anthony Wayne to fight the Indians in the North West Territory, the Indian Treaty encouraged settlers to move west. The purchase of Louisiana, Jackson in Florida, Zebulon Pike's exploration of the Southwest and the settlement of Texas, and the Stars and Stripes raised on the Oregon coast, mapped out a program of expansion.

During Thanksgiving week interest centers around the northern colonists and how they lived, but the gay life of the Virginia cavaliers, while studying Washington, will prove even more interesting. As the plantations were able to raise large crops of tobacco in the warm climate, and the rivers furnished an easy means of transporting the cargo, as the boats could take it to the coast, luxuries could be obtained from England. The rocky soil of New England furnished grazing grounds for sheep, so wool was worn here. It took longer to prepare cotton fiber, worn in the South, for the seeds were laboriously removed by hand, but the invention of the cotton gin and slave labor brought cotton fabrics into favor. Taffeta, linen, silver plate, fine furniture and mirrors were brought from England.

Even well-to-do planters had houses of logs at first, but by 1600 growing wealth, absence of Indian warfare, and slave servants led to the building of fine manor houses where entertaining on a large scale was easy. Men wearing a sword rode on horseback and sailed their own pinnace or canoe; women rode in sedan chairs and wore silks and satins. Beaux and belles in brocade and taffeta danced the Minuet; shoes had buckles, and the business of the hairdresser was profitable. Tailors and dressmakers went to the homes to make the men's broadcloth suits and the ladies' print dresses with their wide panniered skirts. Men had camlet wigs and queues, and wore mufflers and muffs and beaver hats, with silver buttons on their broadcloth suits.

There were shops in the large cities, like Baltimore; but cloth, leather, farming implements, and so on, were made on the plantations. A box of cobbler's tools, with trays and a handle to carry it about, was kept in the kitchen ready for the visits of the traveling shoemaker. China mending was customary and pewter dishes were used for everyday. There were paneled walls and oak-beamed ceilings,

high mantels with sconces for candles, and over them were gun racks and swords. Fireplaces were wide and chimney cupboards prevalent. Coffee houses became popular in the cities when coffee came to be shipped from the East to the wharves on the rivers. From the West Indies came cargoes of rum and molasses, sugar and rice, and sea captains and merchants grew rich.

Franklin wrote: "The first drudgery of settling new colonies, which confines the attention of the people to mere necessities, is now well over; and there are many in each province in circumstances that set them at ease and afford leisure to cultivate the finer arts and improve the common stock of knowledge."

Activities:

Look up the style of furniture used in the plantation homes of the wealthy: Georgian, Chippendale and Hepplewhite, Adams Brothers, Sheraton, and Duncan Phyfe. Find pictures of the Colonial wall-paper patterns, such as hunting scenes and country scenery. This wall-paper was made in France and brought to the colonies by the clipper ships. Make a collection of pictures of colonial homes, furniture, and clothing and show differences from the same things used in the northern colonies. Bring out the fact that the colonial home was largely self-sufficient by listing articles found in the colonial home which are unknown in the homes of today, such as candle molds, spinning wheels, hand made nails, and so forth, (descriptions of Southern colonial homes are given in "Drums" by Ernest Boyd.) Find pictures of coaches and taverns, and list some of the quaint names on the signs before them. The inns grew up along the turnpike roads to take care of the growing trade carried on by canvas-covered wagons coming from the towns in Pennsylvania.

Make a graph showing the proportion of new settlers, such as the Scotch, Irish and German merchants who came to get the trade of the frontier towns. Get pictures of the great steamships engaged in Southern trade, the first train, the Baltimore and Ohio, 1832. List the different groups of people: aristocrats, farmers, merchants, indentured servants, and slaves. (See *The Rise of American Civilization* by Beard & Beard.)

Make a model of Mount Vernon. Debate some of the questions that might have been raised in the House of Burgess. Make a time line beginning with 1600, drawing pictures above and below the line. Make miniature coverlets and quilts, and hooked rugs.

When Washington was fourteen years of age he copied selections from a sixteenth century book on the Rules of Civility. Owen Wister wrote: "Washington was entirely aware of the great influence for good exerted upon his own character by the Rules of Civility." Make a booklet on Colonial Mores and Manners; a few of these rules follow:

"Show not yourself glad at the misfortune of another."

"Be not hasty to believe flying reports to the disparagement of any."

"Associate yourself with men of good quality . . . for 'tis better to be alone than in bad company."

"Nothing but harmony, honest industry, and frugality are necessary to make us a great people."

"Let your heart feel for the afflictions and distresses of everyone, and let your hand give in proportion to your purse."

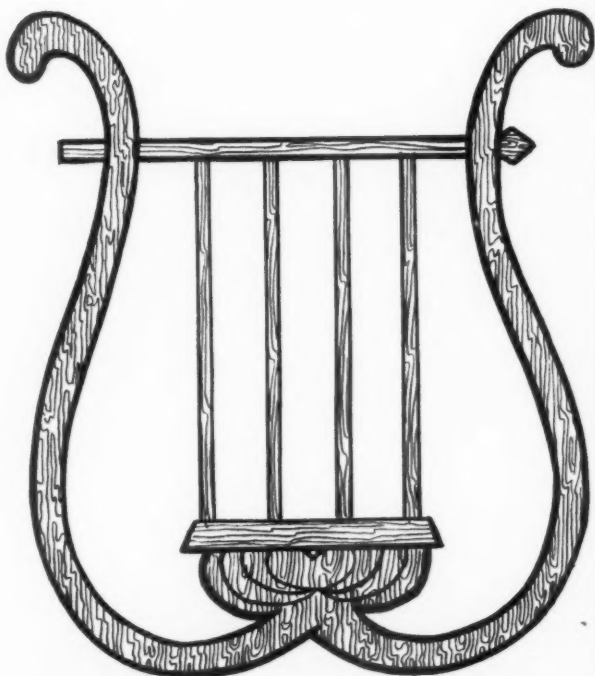
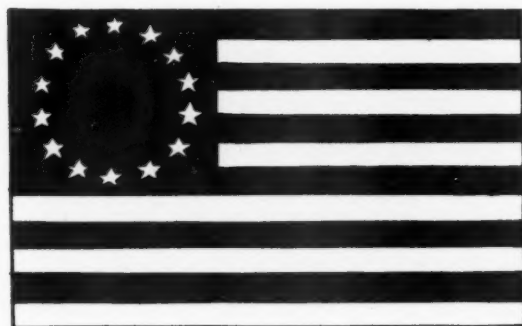
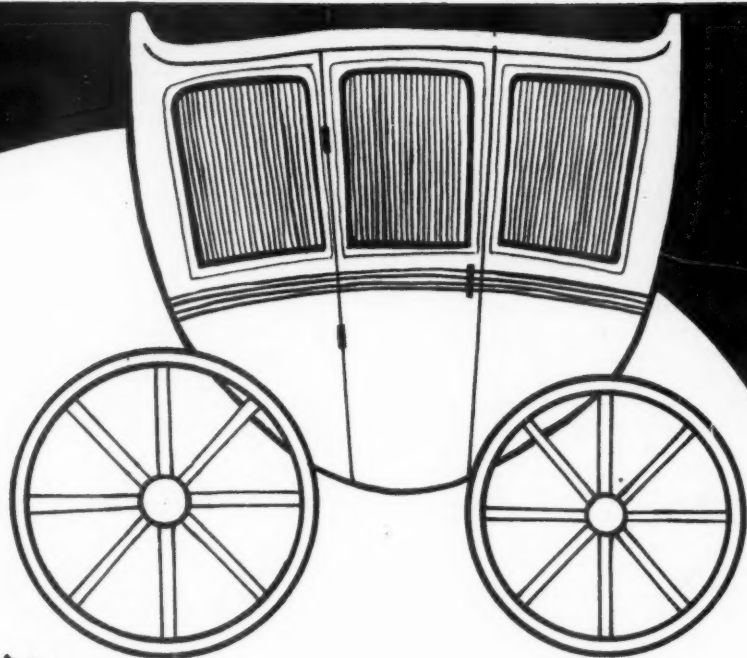
"Happiness depends more upon the internal frame of a person's mind, than on the externals in the world."

Primary Grades:

Whatever tastes are formed in early years will prevail throughout life. Even the youngest child is attracted by stories from history and children in the lowest grades, are not too young to begin to learn their relations to others, and to have an understanding of what it means to love one's country. "Tell me a story, a true one." Though Owen Wister advised instruction from Washington's copybook, and thought it a misfortune that the foolish story of the hatchet and cherry tree should be told, it is well suited to the primary child's stage of development, and furnishes a useful lesson on truth telling. By the use of illustrative material the lesson may be based upon the sense perceptions which aid the memory. With the evils threatening the present world, honesty and nobility can be taught by history. Froude has said: "We learn in it to sympathize with what is great and good; we learn to hate what is base." Stories of Washington's boyhood, home, courage in war, and greatness as President can be told. Stress how he said: "I do not think myself equal to the command I am honored with" and his refusal to be called a King and wear a crown after the War was won.

The unit on clothing can cover the study of cotton when introduced in a consideration of the life on a plantation. Making a hooked rug by pulling rags through the holes in a dish rag is another activity to be carried out. This can be used in a play-house peopled by dolls dressed in Colonial costumes. A cotton field might be built on the sandtable.

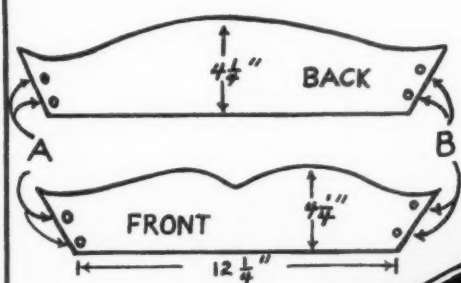
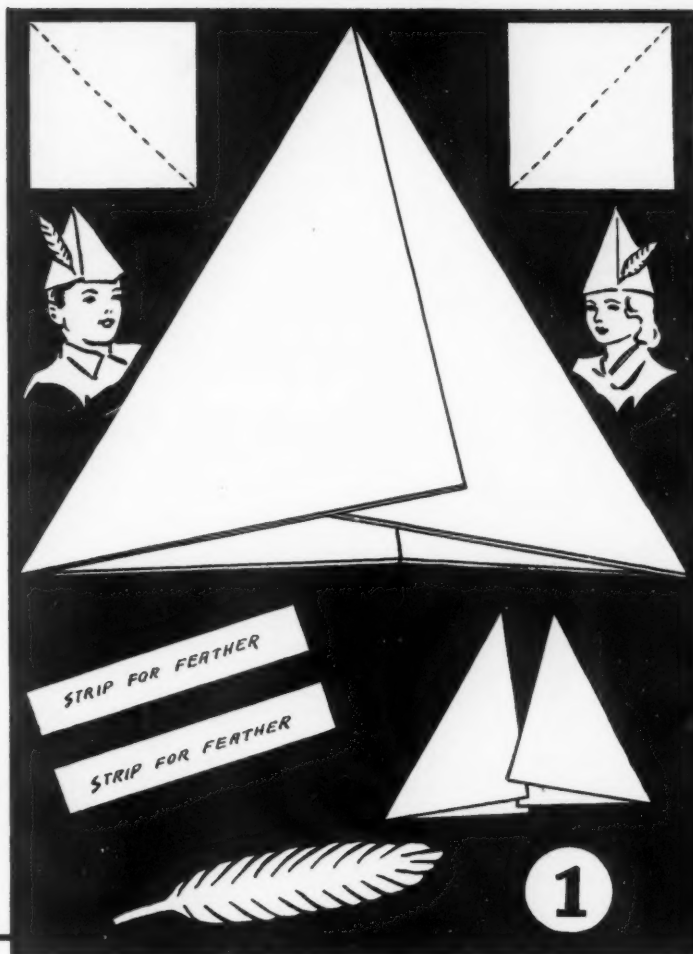
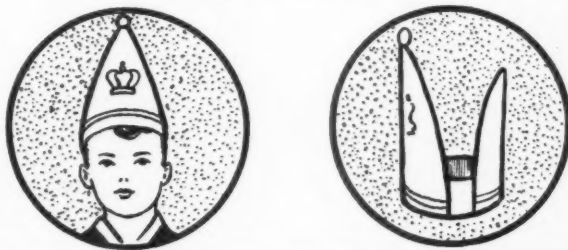
Love of country is based first on love of home; good citizens obey the laws of home and school before they are ready to become voting citizens with a voice in how we are governed. Discuss and evaluate the traits of a good citizen in home, in school, and on the playground. Show that a good leader is necessary in all undertakings and is of more importance than those who follow, so should be chosen carefully. Make a list of the things that might be done under certain circumstances and assemble them for a Good Manners booklet. Problems might be cited along the following lines: What would you do if someone gave you too much change? If you lost something belonging to another? Found something? If you borrow something?



COLONIAL HATS

Give a little child a paper hat and "stick a feather in his hat", and his small world stretches out to be filled with pictured thoughts of other days. To make an old fashioned "Yankee Doodle" hat, take two sheets of construction paper, 9"x12", and cut to make two 9" squares. Fold to make two triangles. (Fig. 1) Paste together and from the rectangles cut from the ends of the paper in making the squares, fashion a feather from a strip, 2"x9", slashing it to resemble feathers. Or, fold it together and slash to make a cockade.

For the colonial hat, cut the front and back from paper, 4"x12", (Fig. 2) and paste on a strip of yellow construction paper to look like gold braid trimming. Fringe red, white, and blue paper for a cockade. Fit to the head and fasten the sides together at A. and B. To make a wig to wear beneath this Colonial hat, sew cotton to a muslin cap fitted to the head: Experiment with oatmeal boxes and paper sacks in making the hats of the Hessians who fought in the Revolution.



• ALICE IN WONDERLAND •

by MARY ELLEN FOX

Although Lewis Carroll's delightfully humorous book is better suited to intermediate grades for recreational reading, the primary children are probably familiar with the characters through pictures and the film. For a Valentine diorama, moving picture strip, or a sand table scene, the chapter on "Who Stole the Tarts" will carry out the Valentine motif of "hearts and flowers." If used on table, window-sill or sandtable, the castle can be used for a Valentine post box.

With older children, a study of the story may prove a trifle difficult for there is little plot and no theme of particular social value. Some children will say it is "silly" and this is the reason the book should be reviewed. As the author had no other end in view than entertaining through pure nonsense, the book is valuable in developing a sense of humor. There is no more precious legacy in life than a sense of humor and those who have it are never hurt too badly in life's uncertain scheme of things.

The study-plan may follow questions to be answered which bring out some phase of interest. Naturally, the first step is to find out something about the author. Lewis Carroll wasn't his real name. He was a professor of mathematics at Oxford University, England, and signed his works on mathematics with his own name, Charles Lutwidge Dodgson. When he was a child, he dramatized the actions of his pet garden snails and toads; and when, as a professor, he met the three small daughters of the dean of the University, he entertained them with the fanciful story of Alice in Wonderland. One of these little girls was named Alice Liddell, the Alice of the Adventures. Even Queen Victoria of England was charmed with the stories, as were other adult readers. When the original manuscript was sold it brought \$75,000, so popular did his whimsical books become.

Follow this discussion of the author with a few pertinent questions such as: Did you ever have a dream where the conditions seemed creditable but where the objects seemed to keep changing? Did people meet with, act in an unusual manner? Did you remain your real self in the dream, or did you become like a person that you have imagined yourself to be? Now, this book is a sequence of dreams, a series of happenings held together by a thread of interest. Try to find where the climax to the story comes. Would you say there were any moral lessons involved?

Alice is the only human being in the story. Does she seem real? As she was an imaginative child, wouldn't it be possible for her to accept the characters in the dream as real? If a child reading the story is imaginative, he, too, will thrill to the adventures, or laugh over the absurdities. Other traits which make Alice a liv-

ing personality are self-assurance, curiosity, politeness, and a readiness to take a chance and adapt herself to circumstances. See if the children who have read the book can indicate the characters by matching the descriptive adjective to their names. For example, after the word Dormouse put the number of the adjective which describes, as 1 for *sleepy*.

- | | |
|----------------|--------------|
| 1. Sleepy | Mad Hatter |
| 2. Bullying | The Baby |
| 3. Agitated | Dormouse—1 |
| 4. Adventurous | Lory |
| 5. Timorous | Mock Turtle |
| 6. Sulky | White Rabbit |
| 7. Piggish | Mouse |
| 8. Impolite | King |
| 9. Mournful | Queen |
| 10. Timid | Alice |

Key:

1. Dormouse. 2. Queen. 3. White Rabbit. 4. Alice. 5. Mouse. 6. Lory. 7. The Baby. 8. Mad Hatter. 9. Mock Turtle. 10. King.

Settings are like frames on pictures. They make the story stand out more clearly. The settings in this book are in dreamland and they change rapidly. To test the children on the association of ideas, have them connect the characters with the setting of the episode in which they appear:

- | | |
|-------------------------------|--------------|
| 1. House about four feet high | March Hare |
| 2. Croquet Ground | Caterpillar |
| 3. Tea Party | Lizard Bill |
| 4. Pool of Tears | Cheshire Cat |
| 5. Asleep in the Sun | Duchess |
| 6. Mushroom | Dodo |
| 7. Chimney | Flamingo |
| 8. Bough of a Tree | Gryphon |

Key:

1. Duchess. 2. Flamingo. 3. March Hare. 4. Dodo. 5. Gryphon. 6. Caterpillar. 7. Lizard Bill. 8. Cheshire Cat.

If the children were to illustrate the

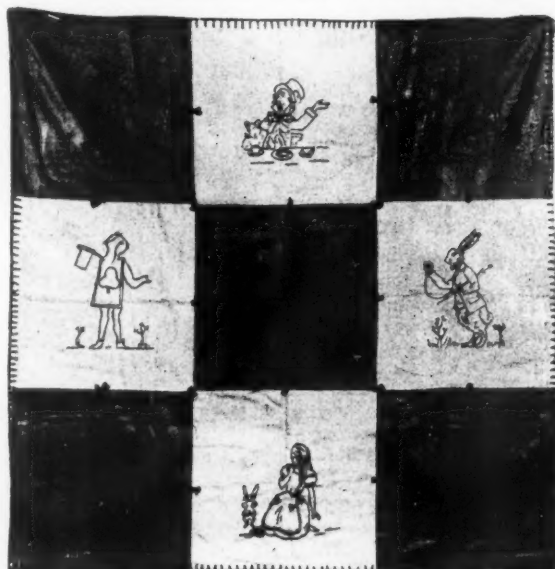
story, would they make any change in the pictures of the characters as imagined by Sir John Tenniel, born Feb. 28, 1820? Do the pictures help them to understand the story better? Which episodes would they choose to illustrate if they had but six illustrations to make? It is said that the White Rabbit is an animated cartoon of a Victorian person the author might have known, fussy, self-important, and hurrying about with little consideration for other people's feelings. Do any of the other characters who are animals remind the children of cartoons showing types of persons?

The True and False Test is always a sure way to find out if the book has been understood. Have the pupils put "Yes" or "No" after the following questions:

1. Alice was a timid child.
2. She had a vivid imagination.
3. When she fell down the Rabbit hole she was badly hurt.
4. As she fell her progress was slowed by the jam jar.
5. She landed right in a pool of water.
6. The mouse she met there had a short tail and told a short tale.
7. The author uses contrast to make the story interesting.
8. The difference in size in various things as the story is told, is an example of this use of contrast.
9. When Alice came to the house of the March Hare she found every one there acting in a very polite way.
10. The Queen was particularly gracious in her manner of talking.
11. The Mock Turtle was most cheerful.
12. Alice thought her dream was very curious.

Key:

1. No. 2. Yes. 3. No. 4. Yes. 5. No. 6. No. 7. Yes. 8. Yes. 9. No. 10. No. 11. No. 12. Yes.



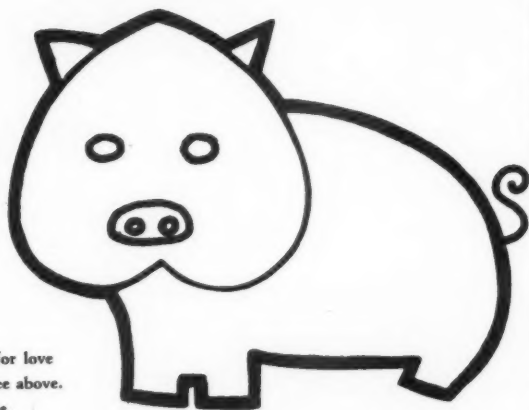
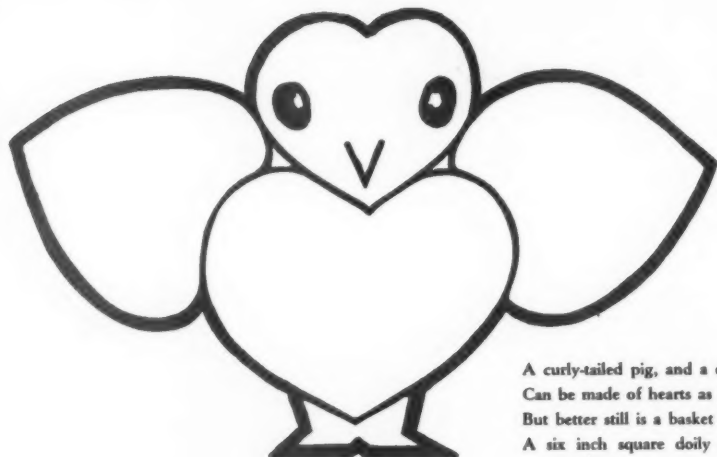
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SCHOOL CHILDREN.
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CROSS

VALENTINES

Look in mother's basket for pieces of gingham print;
Cut out some flowers of blue, and some of rosy tint.
Paint stems and leaves of yellow and green,
To make as lovely a Valentine as ever you have
seen.

Hearts and flowers, silhouette figures, doves
and darts, can be used on felt needlebooks,
sachets of painted satin, and on bookmarks. Val-
entines should be made an incentive for original
verses.





A curly-tailed pig, and a dove for love
Can be made of hearts as you see above.
But better still is a basket of lace.

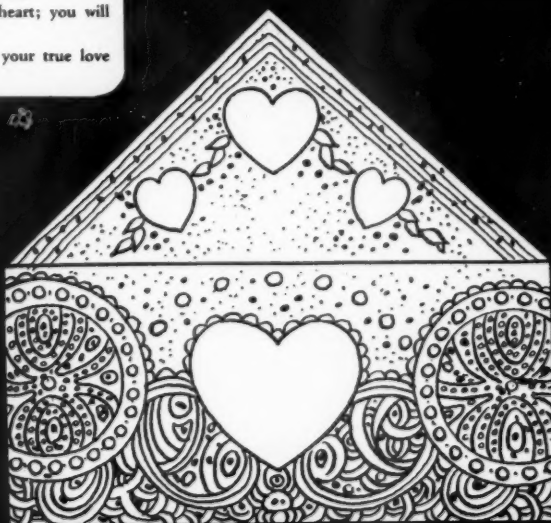
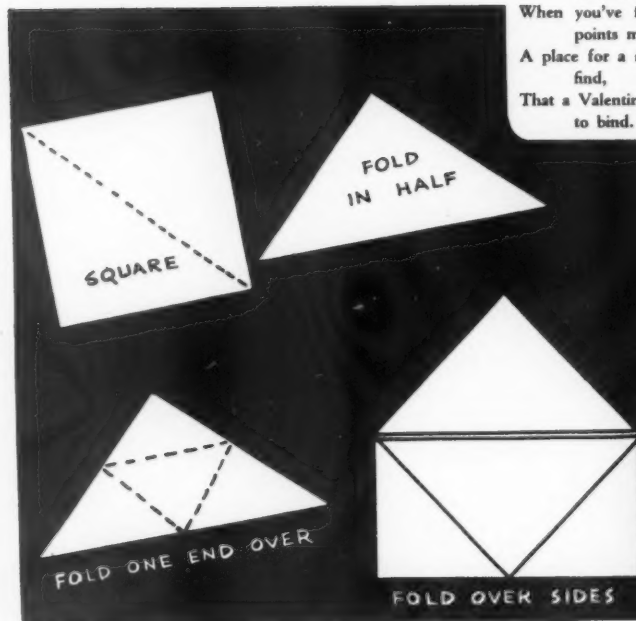
A six inch square doily on red paper
place,

Fold to a triangle, then one point down-
ward bend;

When you've folded the sides so two
points meet and lend,

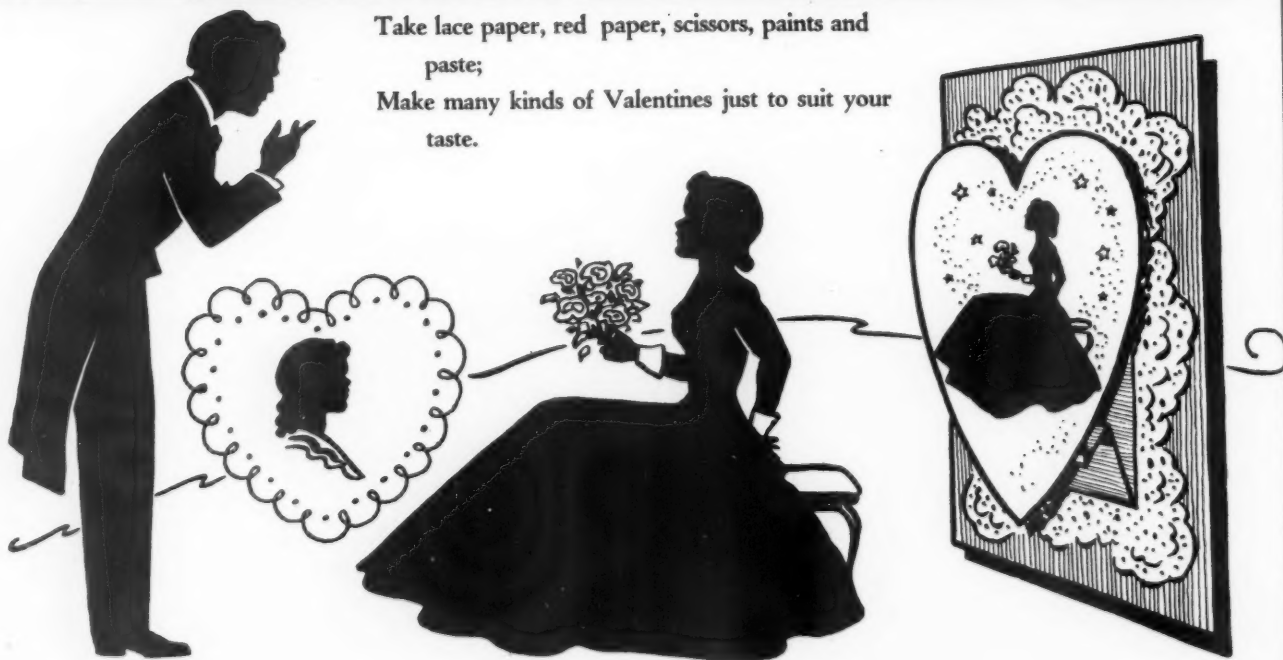
A place for a sticker, a heart; you will
find,

That a Valentine's ready your true love
to bind.



Take lace paper, red paper, scissors, paints and
paste;

Make many kinds of Valentines just to suit your
taste.



THE POST OFFICE

PRIMARY

by

CORA CARTER

The Post Office project is a growing activity and is, therefore, a successful one. Early in the primary grades the children learn how to send a letter and attain an appreciation of the services rendered by the postal workers. Interest in these first lessons grows from grade to grade when the ways in which mail has been carried in the past leads on to how it travels today. Many children have stamp collections which motivate the study. But in the lower grades the Christmas postoffice where greeting cards and packages were mailed, is reopened for Valentine Day. If no post office was built at that time, look for a radio box, large enough to get inside but not too heavy for small children to handle.

To make the Post Office first draw a pattern for the windows making a careful measurement so there can be a stamp window, a general delivery window, and a parcel post window. There should be slots cut for letters and air mail, and the windows cut out and labeled. A trip should be taken to the local Post Office to see just what happens inside, and how mail is taken to different communities. Observe a mail truck and mail train. Perhaps the postmaster will furnish the children with a book about mail.

Stamps can be made of bits of colored paper; some children may like to draw the picture of a head on their stamps. There must be money to buy the stamps and this may be made, or the tops from milk bottles collected and marked for the different denominations, so change can be made. Postmen must be chosen, and caps and bags measured, cut, and sewed.

Valentines and envelopes must be ready for Valentine Day when some will be sent by air mail, some by special delivery, and the rest by the postman. Small wooden boxes can be painted for house mail boxes and a large corrugated box for the street mail box. Discuss what becomes of a Valentine not addressed correctly.

In George Washington's time there were no trains and no stamps to put on letters. The roads were muddy, and when travelers were asked to deliver a letter to some one it might take a long time to be delivered. Benjamin Franklin was made the postmaster general and he had post-riders who rode all night and all day. Mail went once a month and later once a week. Eventually, letters were sent by stage coach. How many times does the postman collect and deliver mail in your neighborhood?

How is the mail carried now? When the children visited the Post Office did they notice the many big mail bags? After the letters are sorted and cancelled

they are put into these big bags along with packages, newspapers, and magazines. Some hold mail for the states and cities in the United States and some hold mail for other countries. Mail trucks take these bags to the depot where they are put on trains. Trains that carry only mail are called mail trains. A mail train is really another post office.

The mail clerks on the train open the bags and sort the mail, putting each city's and town's mail together, so it can be left when the train reaches that place. They carry and deliver a letter any place in the United States for a three cent stamp, unless it is heavier than the usual weight. When the letter is to cross the ocean, a five cent stamp is necessary. If you put an air-mail stamp on a letter, mail planes will carry it instead of trains. If there is no airport at the destination, the mail plane takes the letter to the nearest airport and a train or bus takes it the rest of the way.

When the train reaches a city, the mail is taken to the postoffice and mail clerks open the bags. Each postman has a big box to hold the mail he must deliver, and when the letters for his route are placed in it, he sorts them and starts out to deliver them. But if a letter has a special delivery stamp on it the mail clerk does not give it to the postman but to a special messenger who takes it at once to the person to whom the letter is addressed. That is why the special delivery stamp costs ten cents instead of three cents. Special delivery stamps on packages may cost more than ten cents.

Because money in a letter may be lost or stolen it is safer to buy a money order from the postmaster. Give him the money you wish to send and you get a slip of paper to put in the letter. The person to whom you send it then goes to the post-office in his town and changes the slip for the amount of money written upon it. If the address on the envelope is not written plainly, or is wrong, the letter will be returned to you if you put your name and address on the upper left-hand corner of the envelope. What happens if there is no return address?

In your play Post Office how many workers will you need? Some one to sort the mail, to put the letters and packages into the bags, to sell stamps and weigh packages, to sweep the floor and keep the office clean, a driver for the mail truck, a pilot for an airplane, an engineer on the mail train, or captain and sailors on a boat, and finally the regular postman who delivers the mail.

These problems may arise: Is there a clock in a post office? Are there curtains

at the windows? Do you need furniture? Why should there be a flag above the post office? What special equipment is needed for the parcel post department? What color is the uniform of the postman? Does it have any decorations? How can a chute be constructed for letters and packages? How would cigar boxes nailed together do for individual cubby holes to hold letters? Instead of a uniform for the postman, how would blue shoulder bands look? Can you print U. S. Post Office upon them? How about blue felt caps and bags for the postman?

Making valentines will call for creative composition and picture making. Oral language will be improved through discussions to solve problems, and through factual reading there will be growth in the vocabulary. The following picture-story books will prove useful: *The Postman*, by Charlotte Kuh; Macmillan — *Billy's Letter*, by Helen S. Read; Scribner—*Old Post Bags*, by A. F. Harlow; Appleton—*The World's Messengers*, by H. H. Webster; Houghton—*Around the World in a Mail Bag*, by Wm. Siegel; McBride.

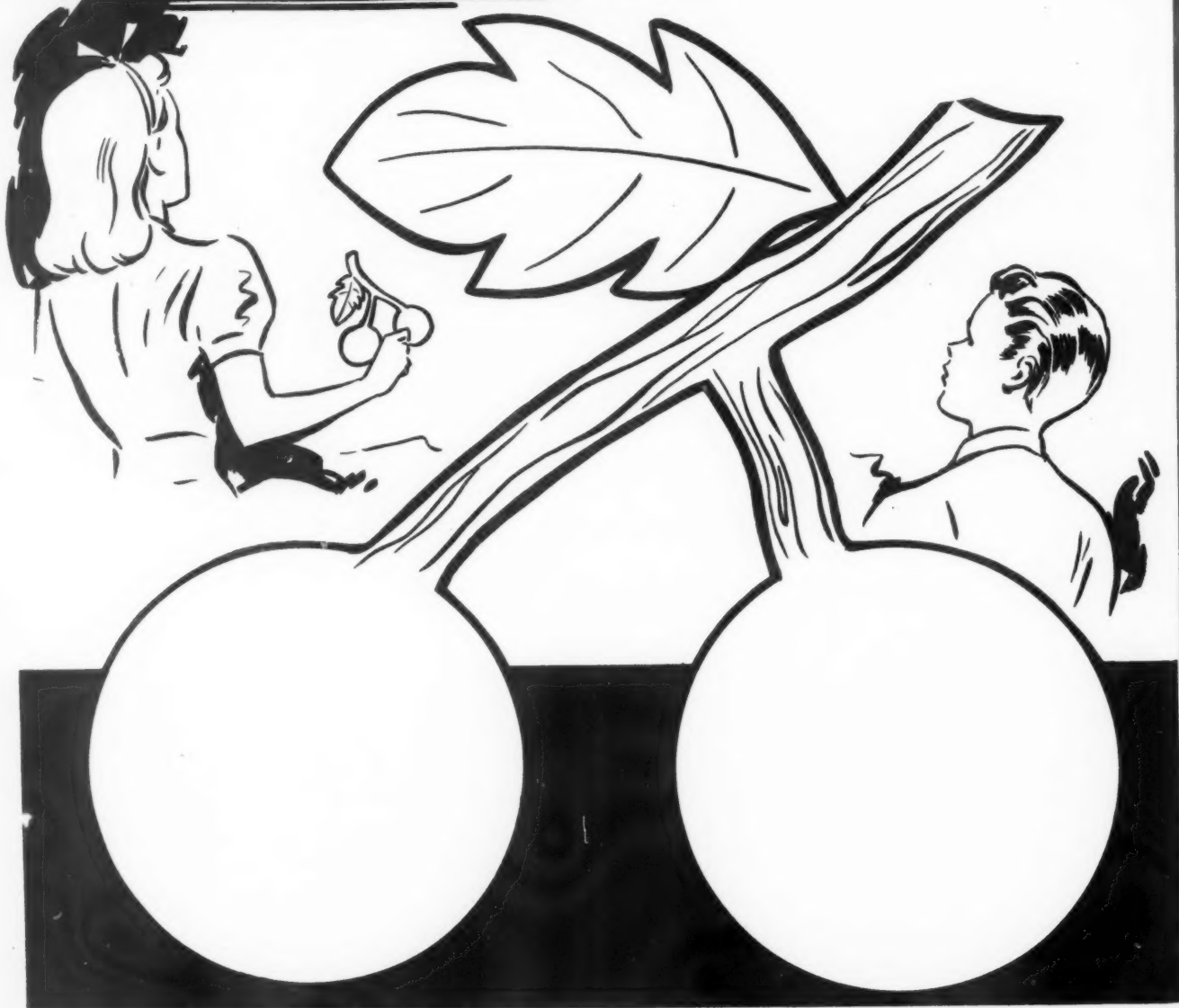
In music lessons sing these songs: *The Postman* (from *Songs for the Little Child*, by Baker and Kohlsaat)—*The Mail-box* (from *One Hundred Forty Rote Songs*, by Surette and Davison).

Number work can be correlated with the measuring of windows and in the making of stamps and envelopes. Fold a piece of thin paper and seal it with a red heart to show how letters were sent in Colonial days when there were no envelopes and the paper was held by sealing it with wax. Make a clock for the Post Office. Figure the cost of stamps and materials used in construction. Social meanings and appreciations to be developed through this unit of study: A realization that all must contribute something to insure the comfort of others, and the interdependence of modern ways of living. Why mail is important and how we get our letters. Who owns the post office in our town and who pays the postmaster and postman. In what ways we can make it easier for our Government to handle the mail by wrapping packages neatly, writing an address plainly, putting on a return address, placing the stamp in the correct corner, and mailing letters and packages early on holidays.

By using this unit in connection with Valentine Day the teacher can adapt her plans so she does not seem to dominate the activity with lessons, especially in drills on number combinations. Such a project gives meaning to the commonest of every day experiences by strengthening the powers of observation.

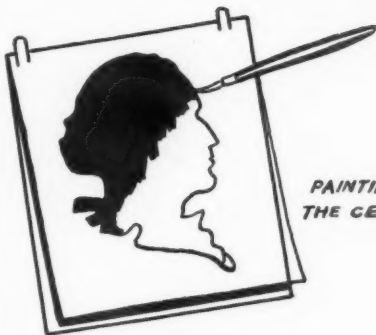
SEAT WORK FOR FEBRUARY

Draw and cut out two cherries with stem and leaves. Color one cherry and the leaves green, and one cherry a bright red. On the back of the green cherry print a bad character trait and list good character traits on the blackboard, such as: clean — honest — healthy — polite — brave — careful — cheerful — truthful — prompt — busy — kind. Each child receives a cherry and on the red one copies a work off the board which is the opposite of the word trait on his green cherry. For trees, place two small leafless branches in pots of sand. Those who have chosen the correct trait from the listed words may hang his cherries on the Good Citizen tree. If he has written the wrong word the cherries must be hung on the other tree. Continue this drill until the Good Citizenship tree is loaded with red cherries and the Bad Citizen tree can be removed.



CELLOPHANE SILHOUETTES

Sketch the silhouettes on drawing paper, then place one of the designs under cellophane and outline with black, blue, or red ink. Turn the cellophane over and fill in the outlined head completely with paint or waterproof ink. Cut a piece of white cardboard the same size as the cellophane. Place the cellophane, with the finished silhouette, on the cardboard and bind together with blue tape. In applying the tape, have an equal width of tape on the cellophane side, or front, and on the back of the cardboard. This binds the entire edge. Cut an extra piece of cardboard for a hanger. Fold in half, as shown. Glue bottom half on the back of the cardboard.



PAINTING ON
THE CELLOPHANE



THE
FINISHED PRODUCT



GLUE ON HALF OF
BACK OF PICTURE HANGER



PROGRESSIVE ART IN PROGRESSIVE SCHOOLS

by
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THE PLAYHOUSE

(Continued)

Unit One—The Living Room

Last month the article explained the construction of the rooms and the furniture. In this concluding article, the balance of the unit will be discussed. A number of mediums and methods of using materials will be given under each subject treated. It is to be understood, that these are interchangeable and that any one of the methods could be used on another subject.

CURTAINS

Thin theatrical gauze, tobacco cloth, or thin unbleached muslin make excellent materials for curtains. Old discarded curtains can also be cut down and used if the repossessed material is not too badly worn. *Stick or Linoleum Printing* is an excellent method of applying design to the material. Fig. 1-A shows the design applied as a border at the bottom of the curtain. Fig. 1-B shows the detail of the design. Simple border repeats should be bright and gay. Remember that the smaller the surface to be decorated, the more brilliant the color to be used. Large areas of color should be toned down considerably.

In Fig. 3-A the curtain pattern is made by stick printing, a series of circles of various sizes being used. The cross section of a broom stick, a pencil, a dowl stick, and so forth, will give a variety of circles. This particular design can be used on an all over pattern, a series of borders, or a graduated design (as shown). In Fig. 3-B will be found the detail of the pattern. Note that as the circles advance upward on the material, they are fewer in number and grow smaller.

Quite a successful curtain can be made by drawing plaid designs with crayon on the material. This is especially recommended for muslin curtains. Follow rules of design as presented in previous discussions throughout this article. A variety of line and spacing is essential. It is better to have no design than poor design. Fig. 2-A shows a type of plaid curtain, with detail of the design in Fig. 2-B. Another method of executing the plaid design shown in Fig. 2-B is to paint stripes of color on the material with a brush and diluted poster paint, or water color.

It must be understood that these examples of design should not be given to pupils to copy, but rather should be presented as an inspiration, showing the many possibilities of design. Teachers are asked to insist on creativeness throughout this project.

WALL PAPER

If the class is of sufficient size, and time permits, the children should design their own wall paper. As explained last month, the walls of the rooms are covered with brown kraft wrapping paper. If a design is to be applied, it should be done *before* the paper is put into place. Use the "seven symbols" previously discussed, as a simple repeat is created, and then transfer to the paper. Finish in paint, or crayons. Designs should be "abstract" and in proper scale to the size of the room. Fig. 4 shows three typical designs that would be suitable for a living room. If time does not permit, wall paper of good design can be selected and purchased at a store. This should be put in place over the kraft paper.

RUGS

Again, the problem of the rug and its design is to be determined by the time available. If possible, however, the children should design and paint their rug. Use heavy kraft paper and paint the design with enamels for best wearing qualities. Heavy flour sacks or old or reclaimed burlap material may be used. These can also be painted with enamels, or use the "yarn method" as explained later under the heading UPHOLSTERY

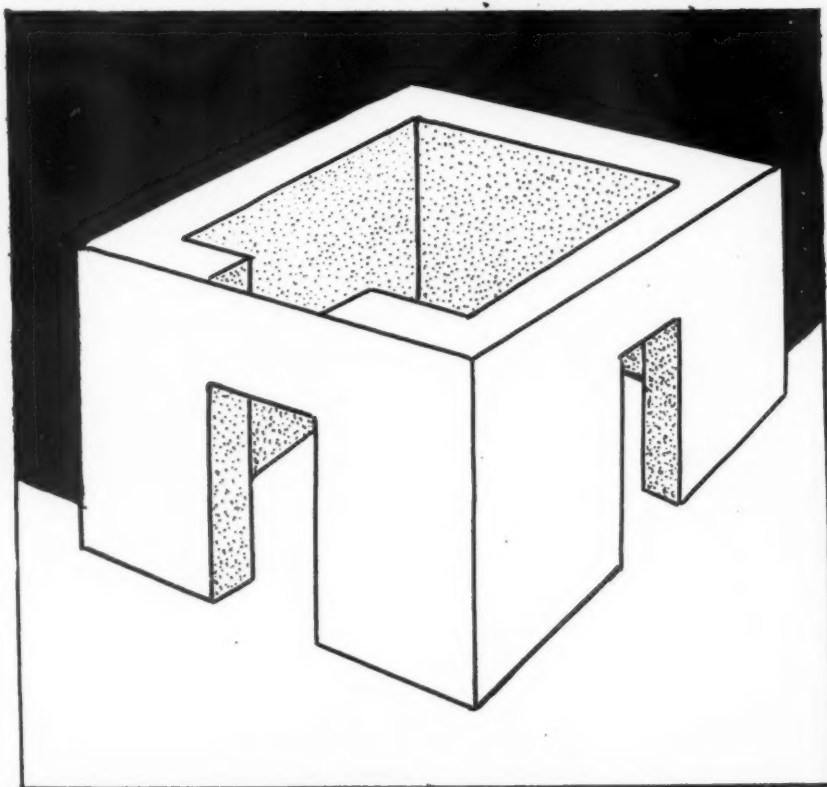
MATERIAL. Typical rug designs are shown in Fig. 5.

TABLE RUNNERS

These can be made of linen crash, muslin, or any materials in light pastel shades. They can be colored with crayons, or be stick or block printed. In Fig. 6 a finished block printed runner is shown and the three blocks needed to print it. This is only a suggested design and not to be copied as the only pattern possible.

UPHOLSTERY MATERIAL

Reclaimed brown burlap makes excellent upholstery material. If cost is not a factor, burlap in many colors can be purchased in department stores. Yarns in various colors are also needed. Create a plaid design and carry out as follows: Pull out a heavy thread in the burlap. Tie the end of a colored yarn to the next burlap thread, and as the burlap thread is pulled out the colored yarn fills the space. Continue until all the drawn threads have been replaced by yarns of the desired colors, to form a design. Needless to say, the design possibilities are limited as only vertical and horizontal lines can be used. However, many striking designs are possible. Fig. 6-A shows the method of pulling the yarn through the burlap, and 6B shows a few possible designs.



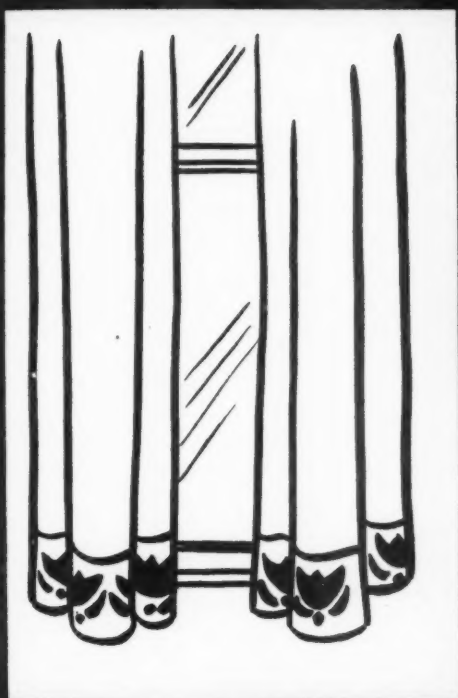
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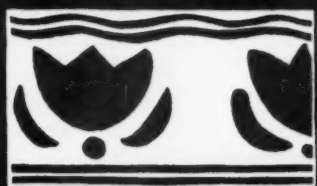
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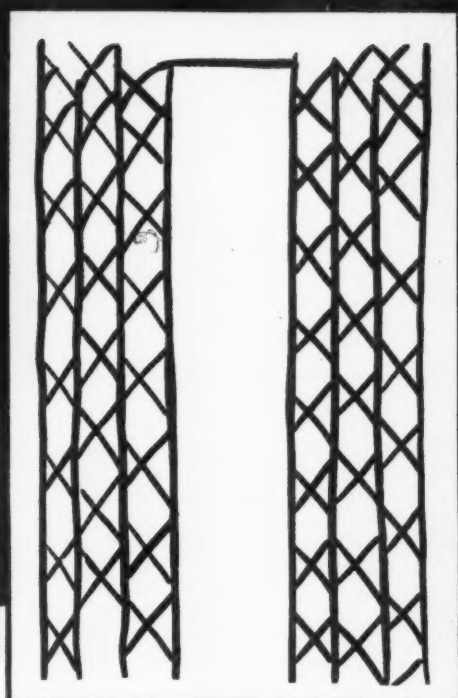
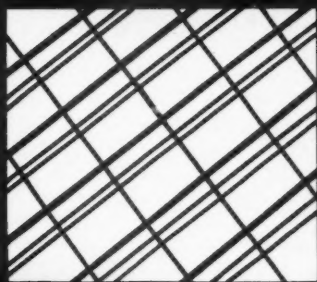
CURTAINS



1A

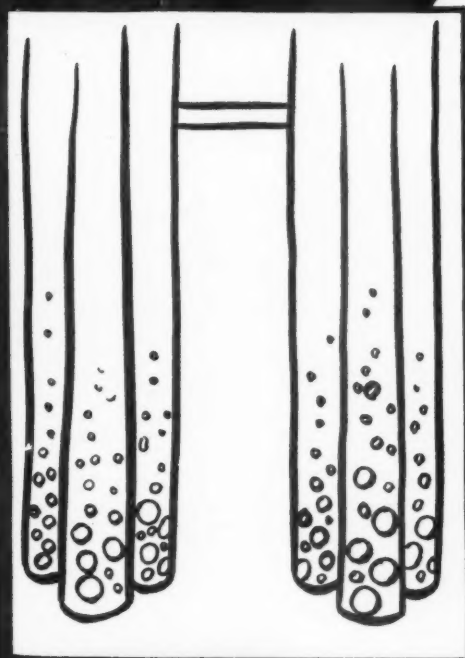


1B

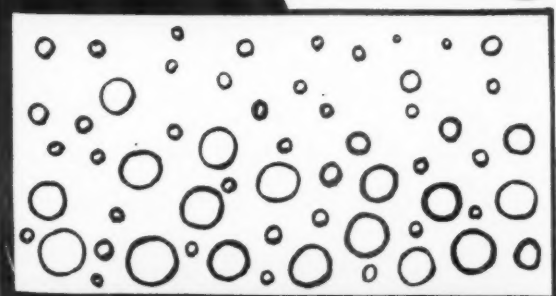


2B

2A

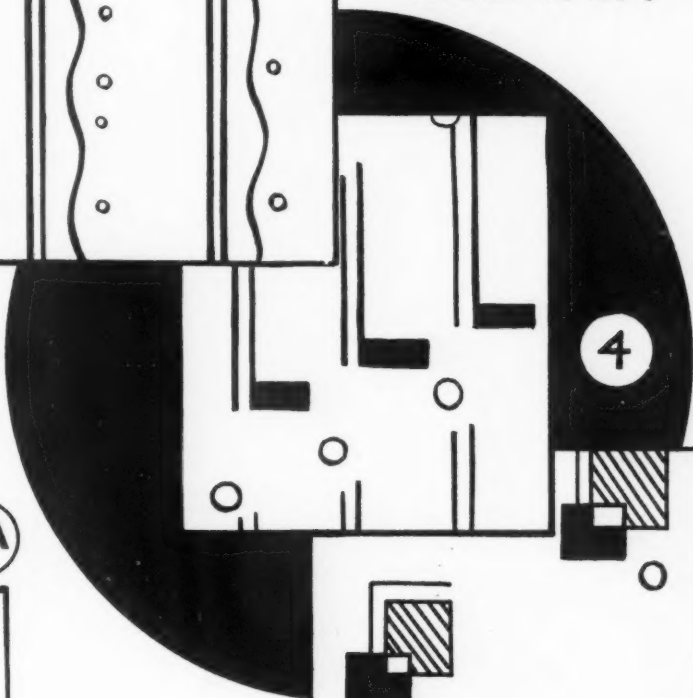
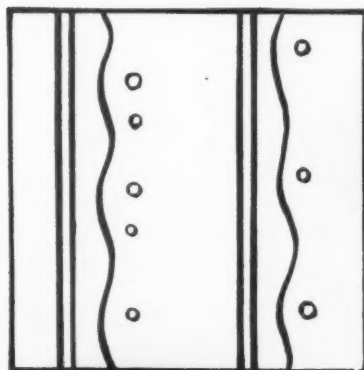


3A

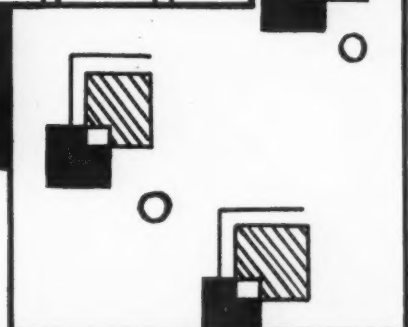


3B

WALLPAPER



4



RUGS

UPHOLSTERY MATERIAL

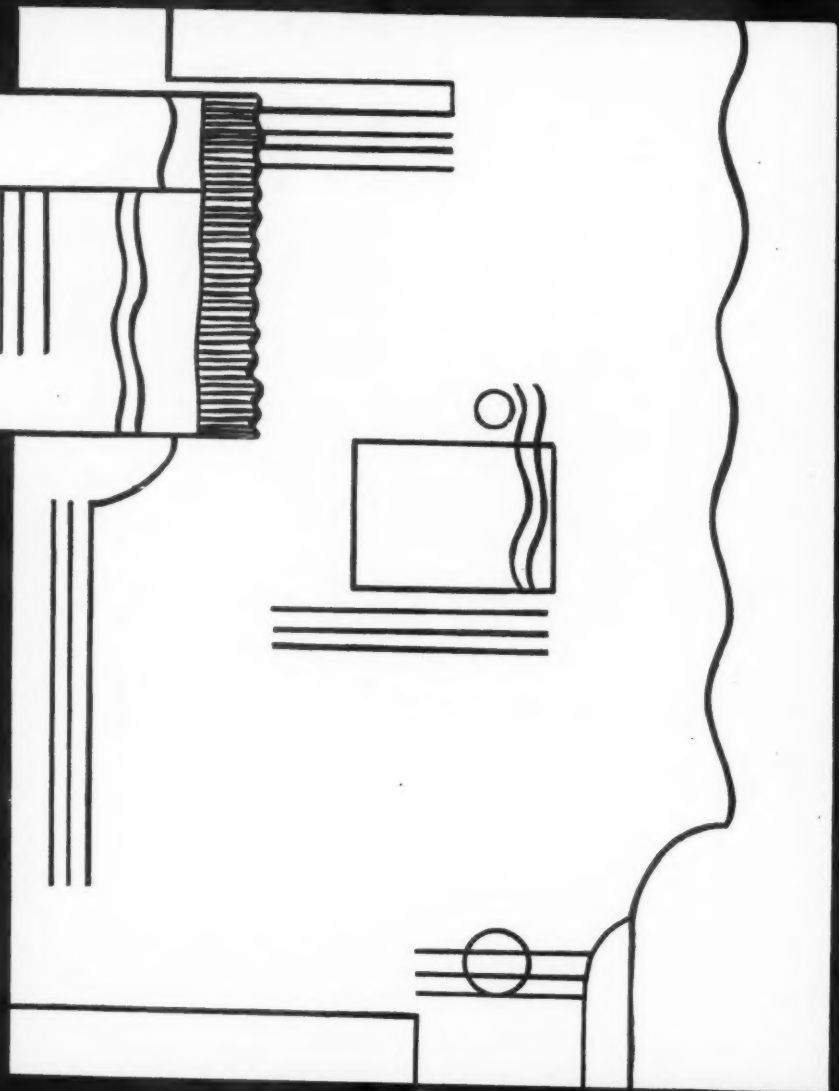
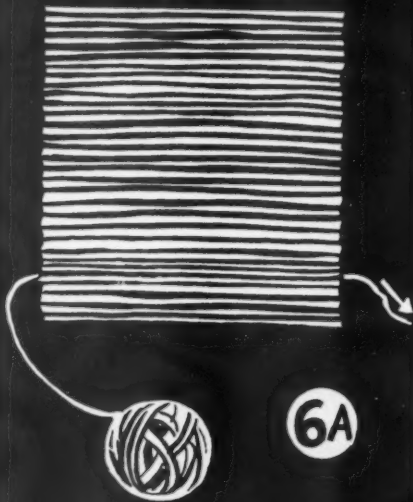
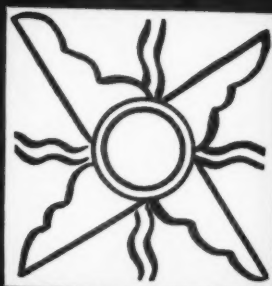
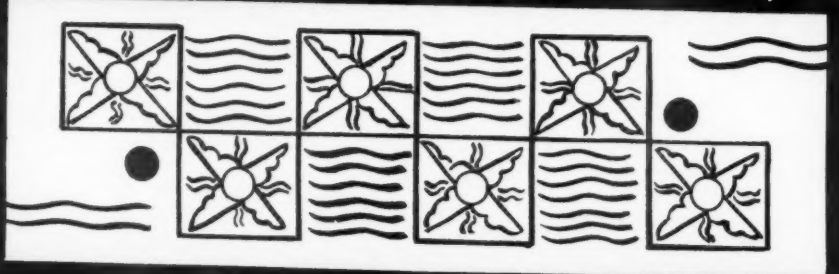
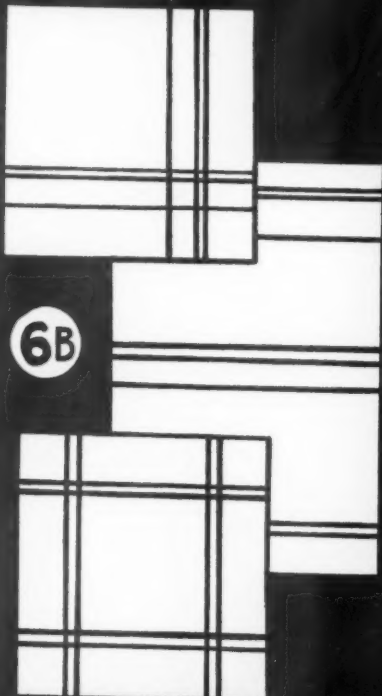


TABLE 5 RUNNERS



6

ON THE TRAIL WITH ADMIRAL BYRD

"The earth is a stage, and though it may be an advantage, even to the right comprehension of the play, to know its exact configuration, it is always the drama of human endeavor that will be the thing."

—Joseph Conrad.

The Byrd expedition is not without its drama, as we would find, were we a passenger on a phantom ship, as in the legend of the Flying Dutchman, following the ships to that Antarctic Continent which Admiral Byrd has designated as the world's greatest geographic mystery. Geography found its origin in action, in adventurous action.

"What if wise men as far back as Ptolemy Taught that the earth, like an orange, was round,

None of them ever said—'Come along, follow,
Sail to the West and the East will be found.'"

Columbus and Balboa added new miles to the circumference of the globe. Magellan and Captain Cook, masters of maritime exploration, braved the dangers of unknown seas and added to facts then unknown. Polar explorers were stern men of science seeking the imaginary axis upon which the earth turns, and since Captain James Cook made his farthest south voyage, several explorers have added to the scant knowledge of South Polar lands. Admiral Byrd considered the riddle of Antarctica a challenge to the explorer.

Some geographers believe the so-called continent may be two huge islands. To prove this a mighty ice cap must be pierced. The meeting of land and sea cannot be seen and the rim of the area is banked with great peaks of ice. One of the icebergs encountered by the Scott expedition, it was estimated, was large enough to carry the city of London; and the immense ice sheet, the Great Ice Barrier, from which the thousands of icebergs break away, has an area as large as the combined areas of New England, New York, and Pennsylvania. It is known that these South Polar regions affect the world's weather. The great problem in Antarctica is not the cold, but the moisture which forms and freezes.

When the expedition faces the ice pack around Ross Sea, there will be great danger of disastrous collisions with the ice, as the ships are towed by whalers with powerful engines into the Bay of Whales. On Admiral Byrd's last trip southward, it took seven and a half days to ram the pack and push the ice cakes aside. On Christmas Day, 1928, they were at the barricade with its sheer ice cliffs, carrying the American flag several hundred miles farther south than it had ever been. A message from Admiral

Byrd's flagship, the *North Star*, received on December 19, 1939, said that if the vessel held her course and speed, she would cross the international date line on December 24.

When a ship crosses the line going west, it "loses" a day. Thus, if the line were crossed on December 24, the expedition would lose Christmas day from the calendar.

"One thing is certain, however," Admiral Byrd reported. "Christmas packages will come out of the hold just the same and there will be turkey and fixings on the table regardless of the date."

When the flagship called at Rapa Island, a French possession in the South Pacific, the inhabitants received the first news of a war being waged in Europe. In a radio account of the visit of the *North Star* to Pitcairn Island where two hundred descendants of the mutineers of the *Bounty* live, Admiral Byrd notified the navy department the inhabitants had been reduced to eating flowers and smoke dried grass. This was because the war had isolated them from their normal sources of supply. His ship left emergency supplies and his mechanics repaired a radio whose breakdown had prevented appeals for help since the schedules of steamers calling at the island had been disrupted.

It is likely that when the flagship enters the Bay of Whales it will have the appearance of the phantom ship on which, in imagination, we might follow these gallant men. On his previous trip, Admiral Byrd's ship, the *City of New York*, was likened to a ghost in appearance, so heavy was the covering of frozen spray, as it made its perilous journey through the pack ice. In fact, the ice coating formed faster than it could be cut away and threatened at one time to sink the ship.

This is the Admiral's description of the scene before him then: "The sky of pale, Arctic blue, tinged with gray toward the horizon; the interminable monotony of the ice, eroded in grotesque shapes, broken by the open leads through which we were sailing; occasional fat, sleepy seals basking in the sun, and Antarctic birds winging swiftly in silent flight—all gave a false sense of serenity."

Will the present expedition find Little America? No one knows whether the scene when reached, will be the same as that which greeted Lincoln Ellsworth at the end of a 2,300 mile flight. Little America was situated at the head of the Bay of Whales in a saucer-like depression. In the limitless expanse of snow Ellsworth saw what reminded him of the oil fields of California. Poles and towers were there, and the tops of a dozen or more

stovepipes sticking out above the snow. He and his men entered through a skylight to enjoy the sanctuary of four walls. Then they dug a shaft and made steps in the side of it so they could use the door of the shack. Perhaps when the Byrd expedition arrives this time, Little America may have vanished, swept out into the bay.

Characterization by Grades:

Primary: Geography and history which will profit by this expedition are not a part of the primary curriculum, but the conversations about the animals found in the Antarctic region can be a part of the language lessons. Arrange a sand table to show icebergs, whales, seals, penguins and dog teams. Gulls and petrels brave the frigid blasts but no other birds could survive. Young children love the penguins. In Antarctica the penguin makes a good meal if there is no objection to a fishy taste. Breasts of penguins are well liked. Penguin eggs make good omelets, but are fishy and like rubber balls when boiled. When collecting penguin eggs, the explorers would substitute a stone for an egg to avoid being beaten by the stubby wings of the mother penguin. When the penguin found the stone instead of the egg in the nest, it made no protest.

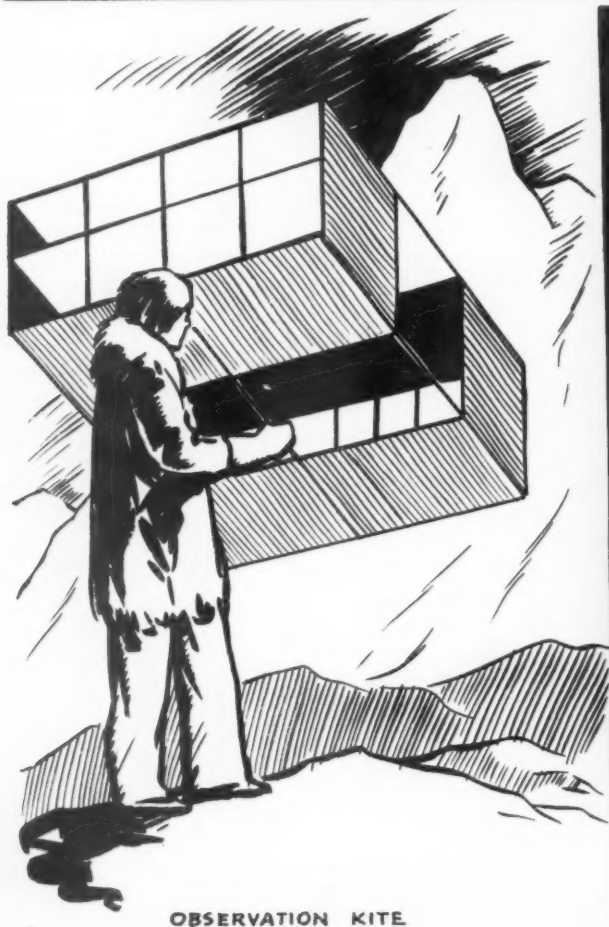
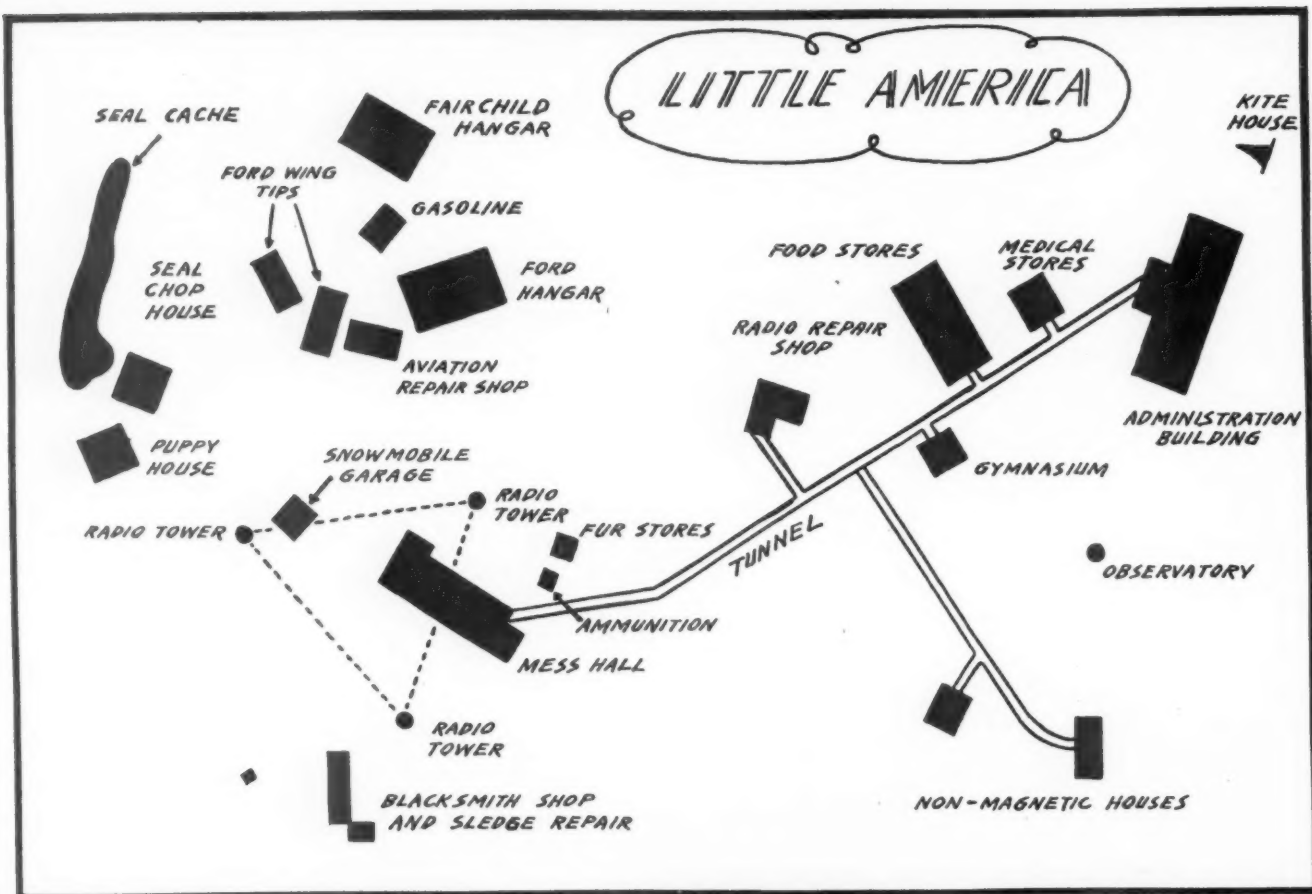
The seals are not fur seals and showed no fear; in fact, they liked to have their sides scratched like dogs. On the last expedition the seal pups were measured, and their growth and habits were recorded. This, says Admiral Byrd in an article, "was probably the first 'baby clinic' held in Antarctica." Many Eskimo dog puppies were born at Little America and when only a few days old began their training by being harnessed to a tiny sledge.

Two species of whales were encountered: the fin back whales paid no attention to the explorers but vicious sea wolves, as large as sharks, gave chase.

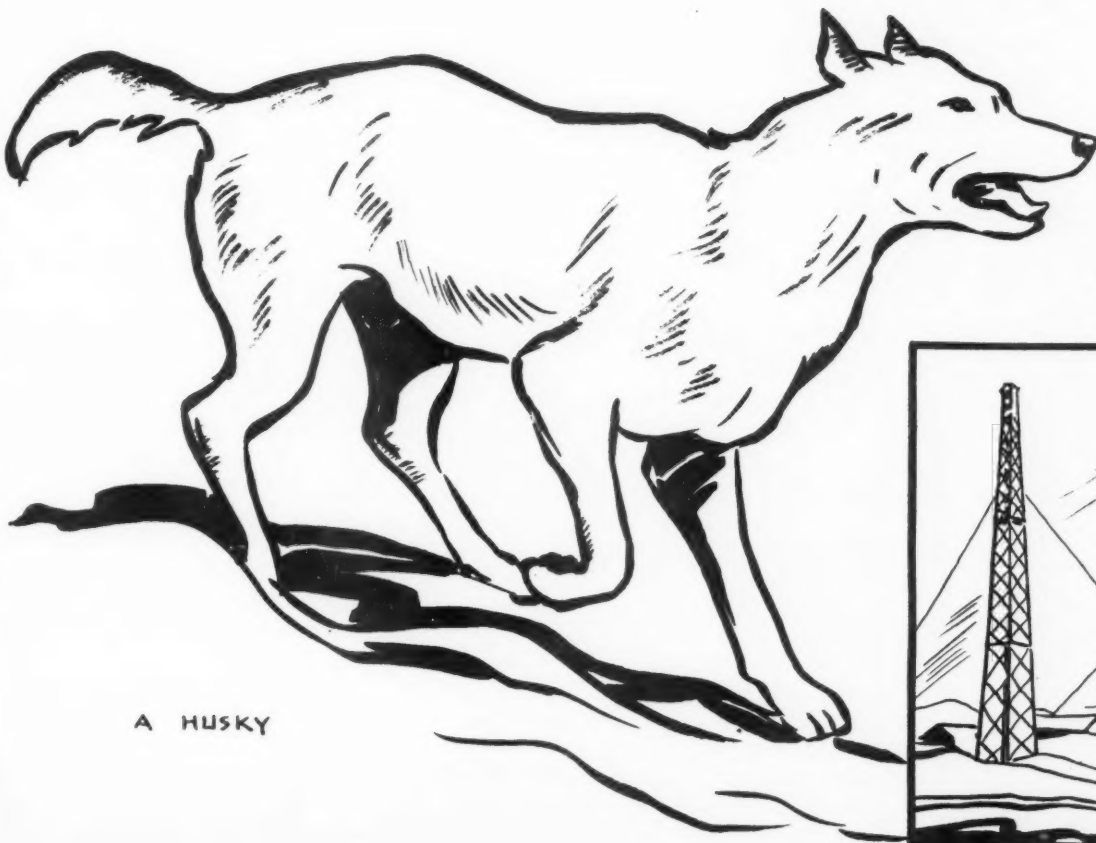
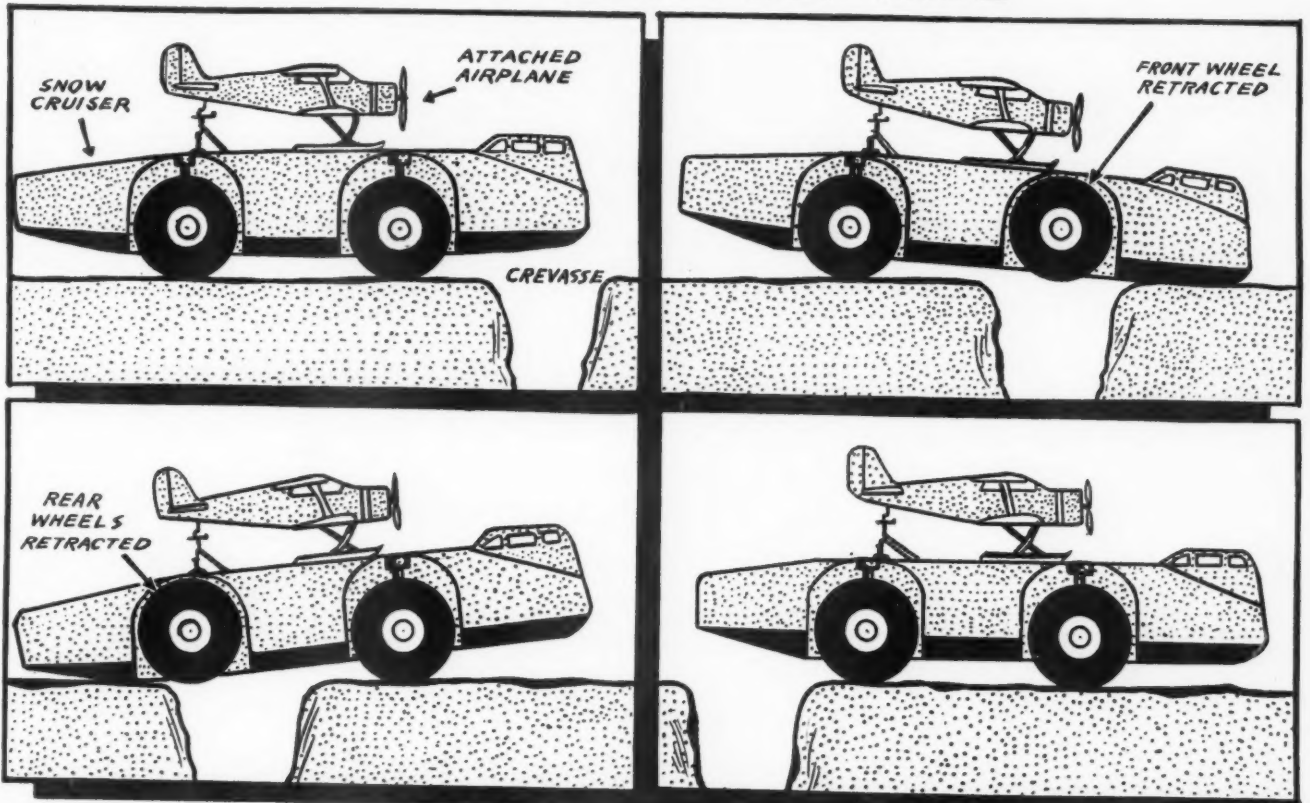
A blizzard does not disturb an Eskimo dog. He sleeps in the open at subzero temperature, curled up with only his nose showing. His heavy outer coat of hair with a furry inner lining as thick as felt, keeps him warm. Make a study of the dogs who play so large a part in this great drama of modern exploration.

Intermediate Grades:

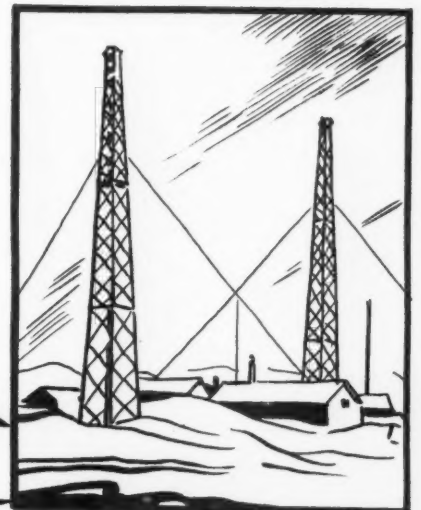
Geography and science will benefit by a study of this region. Keep in touch with the expedition through radio and newspapers and have the children keep a booklet and make maps. These maps can be made after the manner of the one shown on page 24. Appropriate cover illustrations and free hand sketches of newspaper accounts will provide plenty of work for the art student.



HOW SNOW CRUISER CROSSES CREVASSES UP TO FIFTEEN FEET WIDE



RADIO TOWERS
AT LITTLE
AMERICA



Because the weather influences what people do, what they wear, and where they go, besides changing the habits of animals, nature walks should be taken to find signs of life outdoors. Either in rural sections or in city parks, weeds which serve for food for birds can be seen above the snow. There are tracks of sparrows, pigeons, tame animals and wild rabbits. After a light snowfall, these tracks will indicate in which direction the animal was going and whether it went in haste or moved slowly. It is difficult for birds to obtain food during a snow storm and they suffer from lack of water in cold weather. See if there is evidence of birds having visited the weeds sticking up above the snow. Establish a feeding station. (Send to the Dept. of Agriculture, Washington, D. C., for Farmer's Bulletin 621, How to Attract Birds in Northeastern United States—5c.)

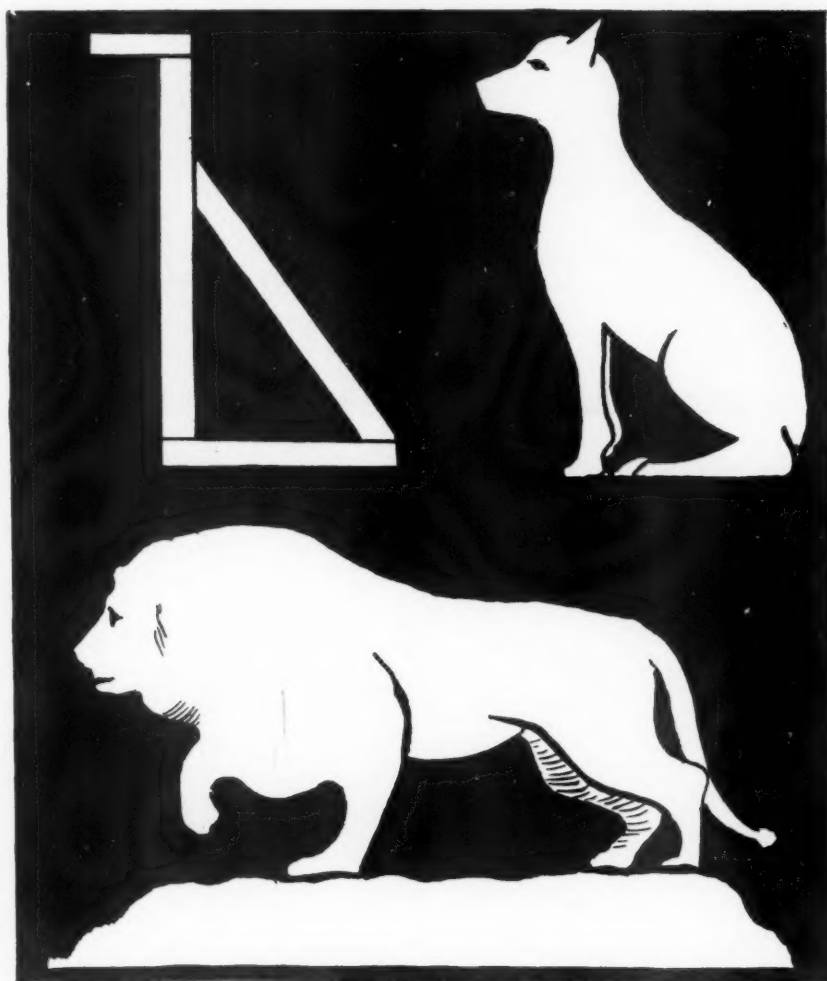
Water is necessary to all forms of life and changes its form under certain conditions. Water evaporates and becomes invisible, and may eventually be seen as part of a cloud if it meets cold air. Then the water may fall as rain, or if the air is cold enough to freeze, the drops may come down as beautiful snow crystals. Look at a snowflake which falls on a dark coat. It will be found to have a starlike form with six rays. Sometimes these rays may be only three in number (a factor of six) each ray decorated with additional crystals and set in symmetrical patterns. Watch ice crystals form on a pool of water; note they begin at the edges of the pool first, then needlelike crystals of ice extend out gradually over the entire surface. These ice crystals are not nearly so beautiful as those of the snow which grow from the water vapor free in the upper air. Sleet is rain crystallized into needlelike form, while hail is ice and snow packed together.

When snow falls in large feathery flakes the crystals are not evident, but when a thin snow comes from the north and snowflakes lodge on a dark coat as they did on that of Thoreau, see if you find what he notes in his Journal: "They are about a tenth of an inch in diameter, perfect little wheels with six spokes without a tire, or rather with six perfect little leaflets, fern-like, with a distinct straight and slender midrib, raying from the center. On each side of each midrib there is a transparent thin blade with a crenate edge."

As a play activity, the value of snow modeling is beginning to be appreciated in districts where winter carnivals and contests in skiing and skating are held. Before beginning outdoor modeling small models of animals or figures in sculpture should be made of clay. Measure the proportions in inches, then plan a model by computing it in feet instead of inches. In planning a snow model make the object as large as possible, life size is the usual choice, and pick a spot where passersby may enjoy the finished sculpture.

Build a rough framework of wood using the proportions figured out from the small clay model. For instance, if the clay figure measures five inches along the back, build

• SNOW MODELING •



the framework for the back five feet long. An extra length of framework for the legs, should be used, at least one and one-half feet longer than the measured legs, so the model will have adequate support when the boards are pushed down into the snow. Pile up the snow to make a mound on which the object will stand. Place the framework carefully upon this mound and pile the snow well around it. If the weather is very cold the snow may not pack well, so add some water to the snow.

Next, pack the snow into the shape of the object to be modeled. For example, if a rabbit is to be shown, start with a round ball of snow; a squirrel calls for an oval form, shaped like an egg; a standing dog comes from a square, while a dog sitting up on its hind legs, should start with a pile of snow more or less triangular to show the slope of the back. Make this mound quite firm, pouring on water to harden it. Just as a piece of sculpture is carved from marble, use chisels, or spoons, to dig away certain portions to form the ears or other shapes required to make a lifelike figure. Cover the object during the day if the weather turns warm and add more snow after the sun goes down.

Correlate this modeling with outdoor play.

GAMES TO PLAY IN THE SNOW
Ring-a-lieve — Games for the Playground, Home, School, and Gymnasium, Bancroft. The Macmillan Co.

(Hiding in snow) Snow Snake. Snowball Tenpins — Home-Made Games, A. N. Hall. Lothrop.

Snow Giant — Boys' and Girls' Book of Outdoor Games, Collins. D. Appleton & Co.

Snow Pushball. Same, p. 243. Snowball Battle, p. 245.

Snow Dodge Ball — In Home Play, Playground and Recreation Association of America.

Circle Snow Tag. Same, p. 41.

Siberian Man Hunt — Games for Boys, Ripley. Henry Holt & Co.

Sleigh Bells or Sleigh Ride—Folk Dances for Young People, Van Clave. Milton Bradley.

Plays:

The Snow Queen, Grimball — A Fairy Play for Children — Plays for Our American Holidays, Schaffler and Sanford. Dodd Mead. (Grades 6-8.)

The Cave of the Fates, Olcott. Same.

ESKIMO SPELLING BOOKLET

by
THELMA MORELAND,
Farmington, Iowa

Let's make a spelling notebook, using this little Eskimo boy for the cover. It's much more fun to keep your spelling words in a regular notebook for the entire month. Here's Itka, the Eskimo boy, all ready to work for you. Draw on cream colored or tan construction paper. Make a front and back cover. Color the fringe and trimmings on the boy's suit in gay colors, red, green, or blue. Make his hair black, and his boots gray. His lips are red, his mittens are green. Cut a dozen sheets of tablet paper in the same shape for the inside sheets. Punch holes through the black dots in the arm, and tie together with a bright bit of knitting yarn. Neatly fill in your name, school, and the month. Then use your booklet for the month's spelling words.

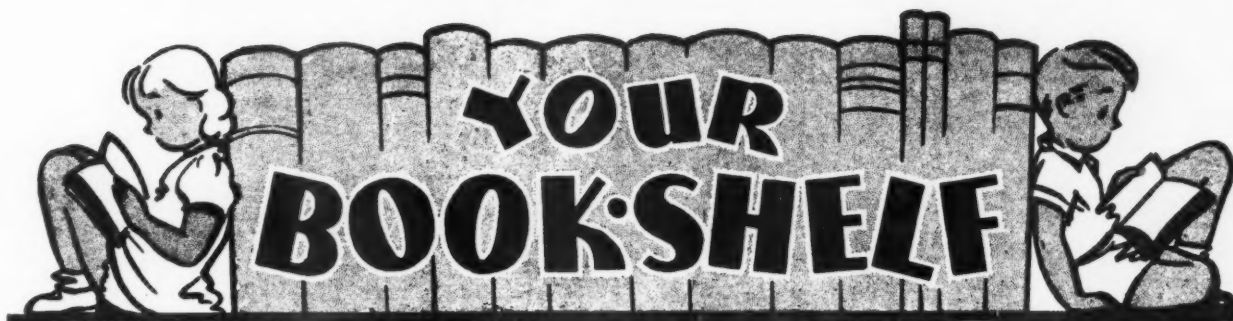


Colonial Nosegays From Pine Cones

When pine cones have been cut laterally a star-shaped flower is revealed with compact petals like a marigold. Or, some of the scales can be pulled out with pliers to make a cup-shaped form. The center can be built up with plastic wood, or the tough center can be slit with a sharp knife to fashion the desired markings. Remove some of the scales at the stem end, add wire and twist into a paper covered stem. Buds can be made from a round seed tightly wired. Leaves cut from green and brown felt are bunched about the flowers and buds. Green tooling leather cut in strips simulates pine needles definitely associated with cones. The cone petals of the flower can be left their natural color, and be sandpapered and polished to bring out the browns, shading through orange and tan, with deeper tips. To make Colonial nosegays it will be necessary to use bright colored enamels.

Use dwarf pine cones, about one inch in length. From the tops pull out the scales to form the cup shape and, if necessary, remove some at the stem end. Paint with pink and white enamels and add a yellow center. Hide the wire stem in a calyx made of plastic wood, painted green. Use the curved prongs at the top of larger cones to make the foliage, painting them in different shades of green. Combine these little flowers with others painted in shades of magenta and purple, amber and golden yellow, and a soft blue. Set a pin and catch at the back so they can be worn. For the Colonial effect, stick them through a lace paper doily, or better still, use fluted lace, and tie with a ribbon streamer. For a flower bracelet, sew the flowers onto a fancy-weave elastic band.





YOUR BOOKSHELF

"As an educational agency, reading is of the very greatest importance. The leading idea is to fill the child's mind with a love for good, true literature and so train his mind that he can discriminate between the good and the bad."

I. N. McFee.

For a decade America has been faced with a post-war depression producing a certain psychology which in adult reading has been reflected in the popularity of historical novels and biographies of Civil War heroes and of men of the Revolutionary War. It has been pointed out that America turned to such literature because of the comfort obtained from books about the pioneers of our country, and about how they responded to the pressure of the times with their special joys and troubles. Thus, if the historical background in a book has been found to be a dynamic factor in the adult's social program, it can be, equally, an inspiration and force for the child's understanding of the demands of life. History acquaints the young person with the principle of development and growth, the development of institutions, traditions, and customs and the growth of personal and social ideals.

Horns of Gur, by Maribelle Cormack and William P. Alexander tells of a wagon train with a hundred families traveling west, the story being related by one who left Virginia to seek free lands in Kansas. They sang the new war hymn as they went, "Mine eyes have seen the glory of the coming of the Lord." Gur is the spirit of the buffalo who wears a crooked moon horn on the left side of his head and the great sun horn on the right. Gur was a Magic Buffalo, killed many times but always coming back. The book is filled with interesting descriptions of Indian life and with the lore of the buffalo hunted by the Indians for many centuries. An Indian attack destroyed the wagon train, and the lad, now an old man telling the story, was taken prisoner by the Indians and adopted into the nation of the Sioux. Another attack, in which the Indian fights against the white man's asking a way for a steel road and talking wires over their last hunting ground, restores the boy to his father. On the wall of the great ranch house in Montana, where the pioneer father from Virginia had settled, hang the horns of Gur. Wolf, adopted Indian brother of the kidnapped boy, had killed Gur and given the head to the game warden of Buffalo Park. Wolf had come to

renew the boyhood friendship, on foot over the old trail.

(*American Book Co., New York. 134 pages, illustrated. —\$84*)

Another pioneer story dealing with Indians and buffaloes is *Stagecoach Trail*, by Ralph E. Johnston, illustrated by Cameron Wright. The scene is laid in what is now Colorado. From the lonely stagecoach station beside the trail, the hero, Dan Curtis, can see the Rocky Mountains and from a Look-out Tree he can see the stagecoach coming far down the trail. Tired travelers stop for meals at the station; some are pioneers in covered wagons, some drive freight wagons; some are settlers on far-away ranches who come to buy goods hauled here from Denver sixty miles away. An Indian attack, a stampede of buffaloes, and how the hero became a friend of an Indian boy, furnish many thrills for the youthful reader. Tales told by a Colorado pioneer inspired the author to write this story. He believes that no more thrilling story was ever written than that pictured in the winning of the West. Many two-page illustrations, and smaller chapter headings, in black and white add to the atmosphere of the book.

(*Thomas Y. Crowell Company. New York. 213 pages—\$2.00*)

The customs and manners of late Colonial life are portrayed in a delightful book, *Old Days and Old Ways*, by Imogen Clark. The intimate backgrounds of the great people of that period are painted in words the boys and girls from twelve to sixteen can fully understand. (See the November, 1939, issue in which *Diantha's Signet Ring*, by Gertrude Crownfield, is reviewed. This story covers life in the Colony of Virginia, in 1718.)

(*Thomas Y. Crowell Company. New York. Illustrated. 300 pages—\$1.00*)

In studying the usefulness of the airplane as a carrier of mail, the story, *Timmy Rides the China Clipper*, by Carol May will hold the interest of both boy and girl readers. In story form the mechanical features of the big ship are described. Timmy Blake goes to visit his aunt and uncle in the Orient and takes one of the world's largest airliners. From the time he leaves the Pan American terminal on Treasure Island until he reaches the trail end in Hong Kong there is plenty of adventure. Many interesting things seen on the trip are described and the details of the clipper ship's construc-

tion carefully outlined. The technical facts in the narrative have been fully verified.

(*Albert Whitman & Company. Chicago. 96 pages—\$1.50*)

The Mail Comes Through, by Charles Gilbert Hall is all about carrying mail, from the day when man first began to write, to the era which marks the remarkable development of the air mail. There is a chapter of "Firsts": the first post office in America, the first postage stamps, mail coaches and mail boxes, the first mail by railway train, the first use of envelopes, and so on, with many fine illustrations and photographs to make the subject matter more clear. It is a most interesting description of how, "Neither snow nor rain nor heat nor gloom of night stays these couriers from the swift completion of their appointed rounds."

(*The Macmillan Company. New York. 136 pages—\$1.32*)

The teacher who realizes the importance of the development of transportation and its relation to the drama of civilization in the United States, will find a book not long off the press, of great assistance. This is another volume in The American Cavalcade Series, *Railroads and Rivers, The Story of Inland Transportation*, by William H. Clark. Illustrated from old photographs and drawings and with maps redrawn from early originals, it meets the needs of those wishing to trace the old routes of travel, and to visualize Colonial ways of living. Beginning with that early period when America was a land without wheels, when pack animals and rafts were the only means of transport, on to the days when aviation is on the wing, the story is one of absorbing interest. The old Indian trails, the turnpikes, and the making of better highways are fully described. Around the canalization of the Northeast and the Ohio Territory, the author has spun a conversational narrative made clearer.

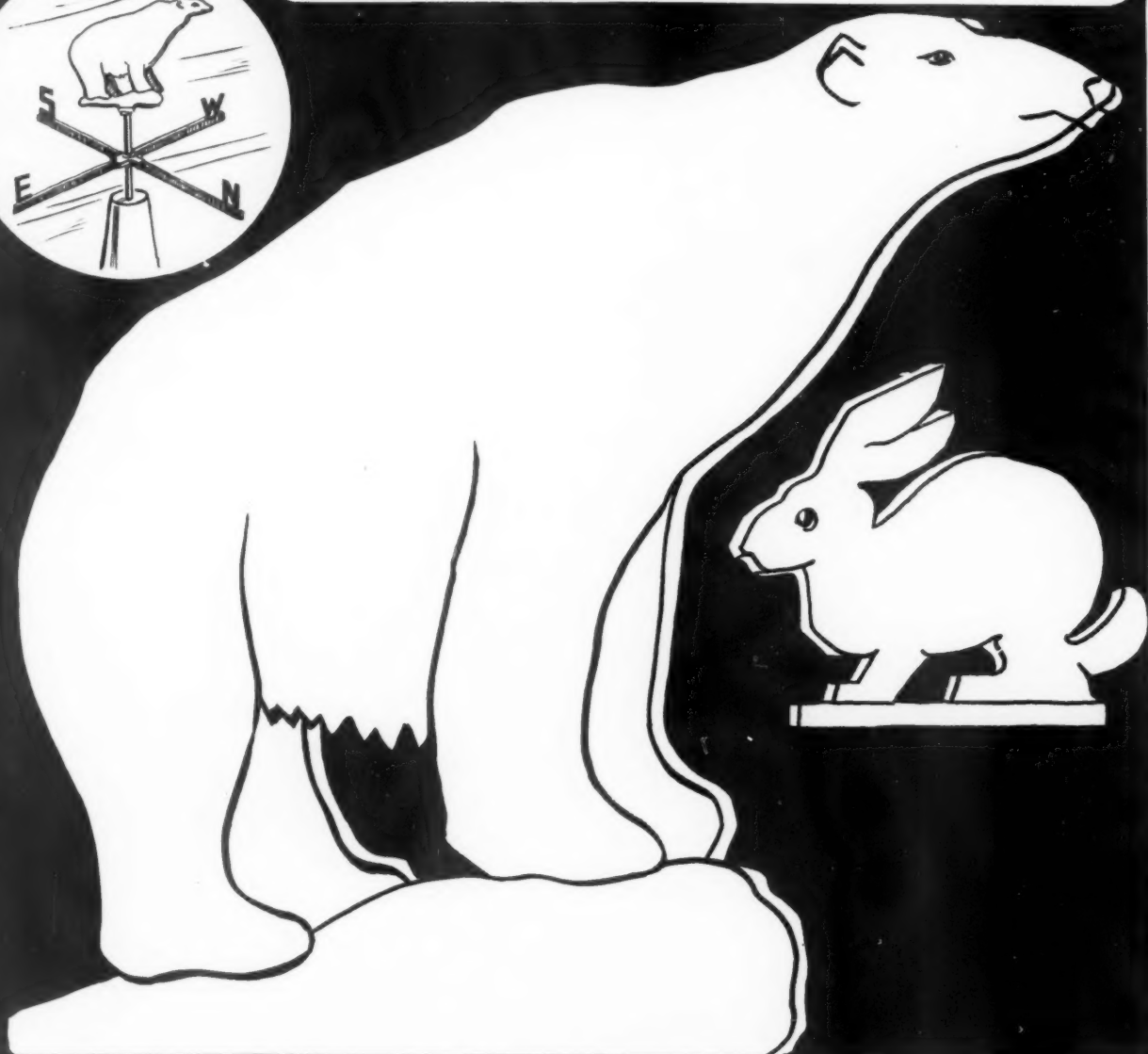
Something is told of the lumbering ox-drawn wagons, the mail coaches, and other vehicles used before steam conquered the rails, and of the development of the Mississippi Valley through the vision of great railroad men, the builders of canals, and those who plied the steamboats on the river. There is an extensive bibliography and a final linking of the present with the future.

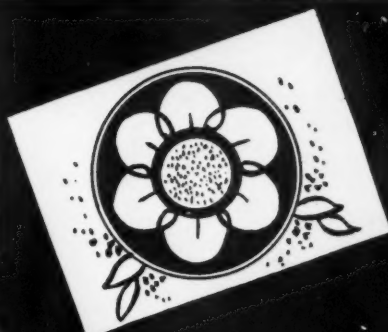
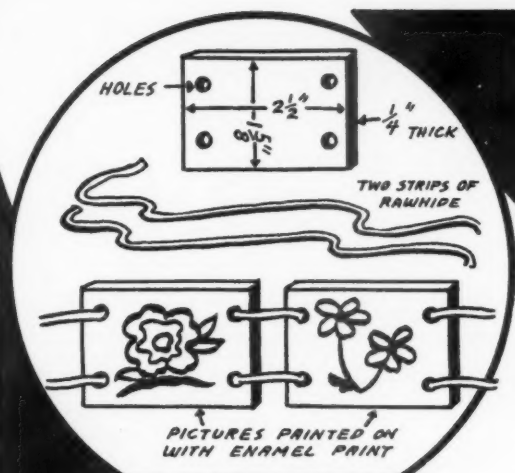
(*L. C. Page & Company. Boston. 334 pages. \$3.50.*)

WHY THE WEATHER?

The weather changes when the wind changes. Make wind observations at the same time each day and keep a record. Find that cloudy days, fog, rain, or snow come with south, east, northeast, or south east winds. North, west, northwest, and southwest winds bring clear days. The coldest weather comes with a northwest wind. Winter winds are of higher velocity than those of other seasons, particularly those from a northerly direction. Having a clean sweep in winter through the bare branches of the trees, the bleak "northers" are very noisy as they whistle through the branches and around tightly shut windows and doors. Houses offer a solid obstruction to the passage of the wind, flowing over and around them, causing eddies which result in what is called a "howling" wind. The howling of the wind is, also, a matter of direction, for the summer winds are usually from the south, and with windows and doors left open, they flow freely through the house and whisper in the leaves of the trees.

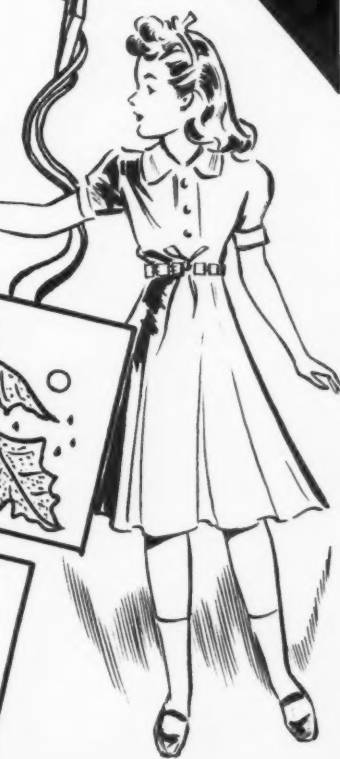
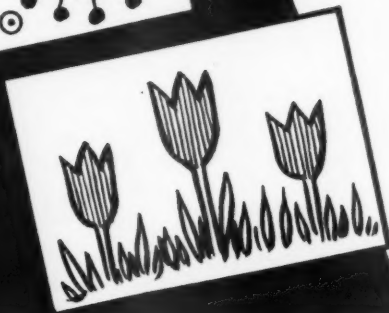
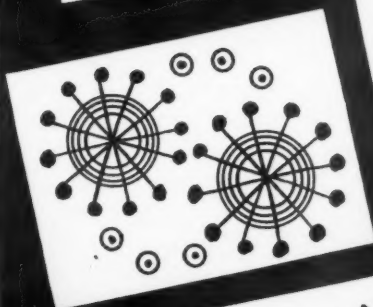
Children old enough to use a coping saw will enjoy making a weather vane. First make a pattern, and with carbon paper, black side down, on a piece of thin board, trace the design with pencil. Place the sketch so the grain of the board runs with the strongest part of the object to be cut out. Choose thin wood for the strength of the grain, a cigar box lid might do, or use cottonwood, the cheapest available wood for this purpose, or better still, bass and yellow poplar which have less stringy fiber. Lay the board on the saw table, holding it down with the left hand, and saw out the design, keeping the saw going up and down; do not press it forward. Sandpaper the flat side and edges, keeping the edges firm but not too rounded. Color with enamel paint applying it first at the head and working down. Hang on a bent wire hook so the paint can be applied on both sides to the last inch. Allow it to hang until quite dry.





WOODEN LINK BELT

After careful measurement cut the number of wooden blocks required for the belt. Bore four holes in the blocks as indicated in Fig. 1. Cut strips of leather, about a quarter inch wide, and lace the belt together by running it through the holes. This lacing can be as intricate as desired, or merely threaded through to join the blocks. The designs should be applied and painted before the lacing is done. Use enamel paints and let the paint dry well.



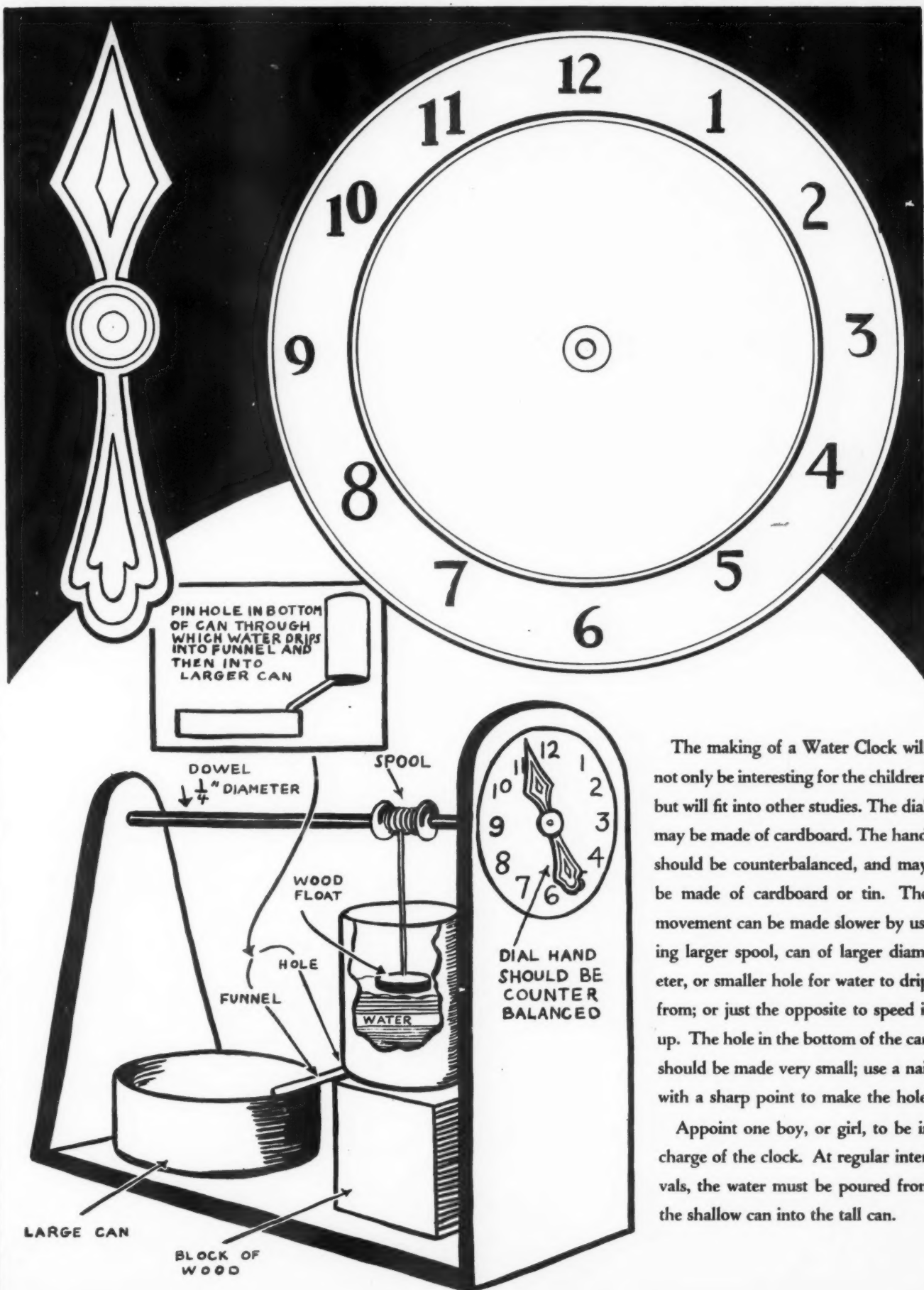
FEBRUARY TRAVEL QUIZ

by CLAIRE VANDERPLANK

How about some teacher participation in this Quiz? Think of some of the interesting facts you have uncovered in your travels that would be of interest to other teachers. Send us the facts, and those that qualify will be presented in quiz form, as the following:

(See page 38 for answers)

1. The ancient and mathematically precise Pyramid of the Sun attracts visitors to:
 1. Arizona
 2. Egypt
 3. Mexico
 4. India
2. To visit the famed Jefferson home, Monticello, one would go to:
 1. Charlestown
 2. Richmond
 3. Jeffersonville
 4. Charlottesville
3. Historians visiting here would recall the Russo-Japanese Treaty of 1905:
 1. Juneau, Alaska
 2. Portsmouth Navy Yard, N. H.
 3. San Francisco, Calif.
 4. Victoria, B. C.
4. Standing on one of these mountains, you could say, "I am on the highest peak of the East."
 1. Mt. Mitchell
 2. Mt. Mansfield
 3. Mt. Pocono
 4. Mt. Le Conte
5. Which city would you pick for a visit to the oldest Christian church in North America?
 1. St. Augustine
 2. Plymouth
 3. Mexico City
 4. Roanoke
6. Considering miles of docks and tons of shipping, where would you go to see the second port in the United States?
 1. Chicago
 2. San Francisco
 3. Philadelphia
 4. Baltimore
7. You located Edward Bok's Singing Tower last month. Now can you tell how many bells it contains?
 1. 53
 2. 92
 3. 71
 4. 60
8. If you wanted to visit the "Athens of Kansas" you would head for:
 1. Kansas City
 2. Wichita
 3. Lawrence
 4. Topeka
9. Speaking of Topeka, did you know its name is Indian for:
 1. "Not a hill in sight."
 2. "Good place to dig potatoes."
 3. "Yellow earth."
 4. "Safe from White Man."
10. To thrill to the sight of the largest natural bridge in the world, see,
 1. Natural Bridge, Va.
 2. Rainbow Bridge, Arizona
 3. Navajo Bridge, Arizona
 4. Mariposa Bridge, Calif.
11. You would find Abraham Lincoln's birthplace near one of the following:
 1. Hodgenville, Ky.
 2. Paducah, Ky.
 3. Owensboro, Ky.
 4. Frankfort, Ky.
12. In 1856 Lincoln made history with the famous Lincoln-Douglas debate at:
 1. Springfield
 2. Galena
 3. Galesburg
 4. Joliet
13. To visit the ancient capital of the Inca Empire, one would linger at:
 1. Ceiba, Honduras
 2. Cuzco, Peru
 3. Taxco, Mexico
 4. Lima, Peru
14. Speaking of the Incas, did you know their empire was at its height during:
 1. 1500-1600 A.D.
 2. 500-800 A.D.
 3. 800-1000 A.D.
 4. 1100-1500 A.D.
15. To climb the second highest mountain in North America, try:
 1. Pikes Peak
 2. Mt. Whitney
 3. Orizaba
 4. Mt. Rainier
16. If you are that fond of mountains, you should know one of the following is not visible from Denver:
 1. Blanca Peak
 2. Pike's Peak
 3. Long's Peak
 4. Gray's Peak
17. To see the official scene of the Incorporation of the Northwest Territory you would go to:
 1. St. Louis
 2. Seattle
 3. Detroit
 4. Minneapolis
18. Did you know that the first man to explore the Grand Canyon thoroughly was:
 1. Zebulon Pike
 2. Major J. W. Powell
 3. Daniel Boone
 4. Theodore Roosevelt
19. Andrew Jackson's home, The Hermitage, is near which of the following cities:
 1. Charleston
 2. Knoxville
 3. Chattanooga
 4. Nashville
20. You might know that the wattle is the floral emblem of Australia. But did you know that a wattle is an:
 1. Acacia
 2. Azalea
 3. Arbutus
 4. Orange Blossom
21. In certain parts of New Zealand they speak of the Karapiti Blowhole. Did you know it is:
 1. An irrigation project
 2. A 200 foot spray of dry steam
 3. A waterfall
 4. A whirlpool
22. Historic Annapolis Royal is worth a stopover at:
 1. Nova Scotia
 2. Maryland
 3. Quebec
 4. Virginia
23. If you can imagine yourself a stage coach traveler of the early 60's traveling between Independence and Santa Fe, you might as well imagine paying the fare of that time:
 1. \$500
 2. \$150
 3. \$250
 4. \$300
24. If you visit the "Shrine of Texas Liberty," you will find many other points of interest in:
 1. San Antonio
 2. Galveston
 3. Houston
 4. Ft. Worth
25. While in Texas the home of one of these famous Americans might attract you to Uvalde:
 1. Maury Maverick
 2. Sam Houston
 3. John Nance Garner
 4. Martin Dies
26. You probably have been to Carlsbad Caverns, but did you know they were not completely explored until:
 1. 1915
 2. 1920
 3. 1900
 4. 1924
27. While we are in the Carlsbad Caverns, how long would you say the largest chamber is:
 1. 1/2 mile
 2. 3/4 mile
 3. 1/4 mile
 4. 1 mile
28. To explore the twenty-first state in the Union go to:
 1. Tennessee
 2. Michigan
 3. Illinois
 4. West Virginia
29. Any native Chicagoan will tell you that city's park area is:
 1. 7328 acres
 2. 5124 acres
 3. 2962 acres
 4. 6180 acres
30. To visit an anthracite coal mine try:
 1. Ohio
 2. West Virginia
 3. Colorado
 4. Pennsylvania



The making of a Water Clock will not only be interesting for the children but will fit into other studies. The dial may be made of cardboard. The hand should be counterbalanced, and may be made of cardboard or tin. The movement can be made slower by using larger spool, can of larger diameter, or smaller hole for water to drip from; or just the opposite to speed it up. The hole in the bottom of the can should be made very small; use a nail with a sharp point to make the hole.

Appoint one boy, or girl, to be in charge of the clock. At regular intervals, the water must be poured from the shallow can into the tall can.

Teacher's Corner

NEWS AND DISCUSSION OF INTEREST TO TEACHERS

We are here to serve the teachers. Help us to help you!

Teachers are invited to send to this department, ideas and suggestions that will be helpful and interesting to teachers. One dollar will be paid for each contribution accepted. Send your ideas and suggestion for this page to Teacher's Corner, JUNIOR ARTS AND ACTIVITIES.

During the past year many teachers submitted their ideas and suggestions for this page, as well as many of the projects that have recently appeared. From the many letters we have received, I know our subscribers have found the suggestions very helpful.

We are very grateful for this cooperation. It has helped us build a more useful and helpful service to you.

INTEREST IN BOOKS

by

LYMAN H. PEARSALL

Lac du Flambeau, Wisconsin

Much of the child's general attitude toward books will depend upon his introduction to them. This first impression should, therefore, be such as to make the appeal as satisfying as possible. From the first, the bulletin board is made a center of interest. When new library books with book jackets arrive, I take all the jackets and post them on the bulletin board where the children can see them. They then discuss which books they judge they would like best to read.

After the jackets are taken down, I clip the synopsis of the book which is printed on them, and paste it on the inside of the front cover. This serves as an introduction to the reading of the book and is a constant reminder of its content material.

Having aroused an interest in books, a study of library methods is made to bring about a more intelligent and appreciative use of books and libraries. This includes the care of books which calls for clean hands and instruction on how to hold a book and turn the leaves; the keeping of the books in orderly arrangement; and the classification, with reasons given for subject arrangements and the meaning of the most used divisions. The cataloging of books is explained, the drawer labels noted, the guide cards, and the call numbers on catalog cards and the backs of the books, and inside the cover, described.

For several years I have used a stub pen, or just any kind of a pen, to mark the call numbers, but experimenting recently, I found a Speedball Pen A-5 is much more adaptable to this type of work.

READING FROM CARDS

by

E. LUCYLE KNOX

Atlanta, Georgia

In order that the child may recognize words in different forms and in different places which is essential in reading either for pleasure or information without direct supervision, I find this procedure valuable.

When twelve or more words have been taught and used in sentences, I write other sentences containing these words. I copy them on cards in red ink and give a card to each child. The printed form of the same words are taught from the board and sentences are also printed on cards and given to the children to read. When he receives his card, the child looks at it carefully, and is ready to read it by the time all the cards have been passed.

PERSONAL EXPENSE ACCOUNTS

by

MARY NEELY CAPPS

Snyder, Oklahoma

In my sixth grade arithmetic class, pupils are finding the study of accounts rather dry. I suggested that each child keep a personal expense account for a month. Their records were modeled after the problems in their text, and enthusiasm was expressed over the work. Some children were surprised at the folly of their spending; others took pride in the thrift revealed by their records. On the whole, accounts are now neat and orderly, and some sixth graders have a new idea of budgeting and spending.

AN ART GALLERY PROJECT

by

ALICE JENSEN

Boston, Massachusetts

For some reason my pupils did not show much enthusiasm for the study of art masterpieces. So to create interest I suggested we build a miniature Art Gallery. We used builder boards and backed the edges of the three walls and the floor with strips of wood to give them strength. We hung the walls with canton flannel dyed a dull green to look like velvet so the pictures given gesso frames would show to advantage when hung. We used colored post cards of famous paintings and gilded the frames, afterward antiquing them with brown oil paint. Boys carved tiny 16th century cabinets and chests from wood and pieces of sculpture from Ivory soap. Before the parents were invited to see the exhibit, small guide books were made, containing the titles of the pictures and sculpture and the name of the artists. After this, there was a marked interest in art objects, pictures, and artists.

On the projects in this issue—and any other projects—you would find Capsul

QUOTATION FOR THOUGHT

I must do something to keep my thoughts fresh and growing.

James A. Garfield.

Ink an ideal coloring medium. Through experimenting we found it wonderful for coloring pages in the magazine (which teachers often do as model sheets for their pupils), or for coloring separate project sheets. We don't know of any color medium that gives such splendid results at such a low cost. See page 39 for further information about Capsul Ink.

TWO DANCES FOR FEBRUARY

Yankee Doodle

Couples stand with inside hands joined, outside on hips. Face clockwise.

1. "Yankee Doodle went to town." Touch right heel forward and bend body slightly backward. Touch right toe backward bending body slightly forward; 3 running steps forward.
2. "Riding on his pony." Repeat, all with left foot.
3. "Stuck a feather in his cap." 8 running steps forward, or 4 skipping steps, raising knees high.
4. "And called it Macaroni." Join right hand and run 4 steps around in place.

The Minuet

Four couples stand so as to form a hollow square, facing inward.

Touch left toe forward; lift left foot, rise on right toe slightly and without lifting right toe from floor, with only tip touching, extend left foot forward with weight on it. Hold position for 3 measures.

CURTSEY: Place right toe far back with full weight upon it, bend knee low; at same time incline body forward from hips without dropping head; prolong through 3 counts, and position is regained on 3 more.

Left person of each couple curtsies; left foot back. Right person same, with right foot back. Turn toward partner; curtsy to corners. Take inside hands and take 3 minuet steps, as in curtsy, toward center of set; hold position looking at partner. Curtsy to person opposite, turn, go back to place with minuet steps. Hold; curtsy to partners.

The regular classroom teacher in a small elementary school where equipment is limited, is often at a loss for suitable handicraft material. Such teachers, in particular, will welcome a new 94-page book, *Elementary Hand Craft Projects*, containing patterns and directions for projects in woodworking, Keene cement, and linoleum block printing. All teachers, whether or not they are limited in hand craft training and equipment, will find this book a real help. It was written by D. C. Blide, Director of the Industrial Arts Dept., State Teachers' College, Minot, North Dakota.

PALM TREES

by
ELSE E. VOGT

Most tropical scenes include palm trees. Several may be made in various sizes, and at completion, be classified and filed away in Manila envelopes, as suggested last month, and so be ready for the next setting. For smaller children, the pattern shown may be used. (Fig. 1)

The very best grade of crepe paper in the ordinary weight, leaf green color may be used. Slash as indicated. For a small tree five leaves are sufficient. Greater height requires more leaves.

To make the trunk: Use a heavy wire allowing about two inches longer than desired trunk length; this is used for base. To cover the trunk, cut the brown crepe paper into strips one-half inch wide, **ACROSS THE GRAIN**. Place the wire across the strip on the bias and wind up and down the wire, reversing the action each time without breaking off the paper until the desired thickness has been reached. (Fig. 2 and 3). Be sure to stretch the paper to full length in the winding process, for this gives solidity and strength to the tree. At this time, **DO NOT COVER THE BOTTOM TWO INCHES OF WIRE** which is to be used for base. Fasten the leaves securely to the top around the trunk; use covered spool wire if possible.

To finish outside of trunk, cut brown, or rust, colored paper **ACROSS THE GRAIN** into strips about one and one-half inches wide. Fold paper in half the entire length, which makes the fold three-quarters of inch wide. Starting at the leaves, wind down the entire covered length of the trunk somewhat on the bias; this time **DO NOT STRETCH** the paper. (Fig. 4)

To fasten trees to art board, as suggested in January issue, wrap the wire which protrudes at the base of the trunk, a few times. Bend once at a right angle, or make a circular effect depending upon the length, so that this end may be fastened to the art board to make the tree stand erect. (Fig. 5). Screen staples may be used to fasten the tree to the art board. These may be removed easily on completion of the project.

For the older child, a more durable tree may be made by using duplex crepe paper which is a two-toned heavy weight crepe paper, usually a lighter shade on one side with a darker harmonizing shade on the other. To form the center rib in the leaf, use light weight wire. Cover the wire in the same way as the trunk, giving only one covering. Unless covered, the wire will not adhere to the crepe paper. Turn the leaf wire. This brings out the rib and fastens the paper to the wire more securely. (Fig. 6.) Use back of scissors blade to make additional ribs in the leaves.

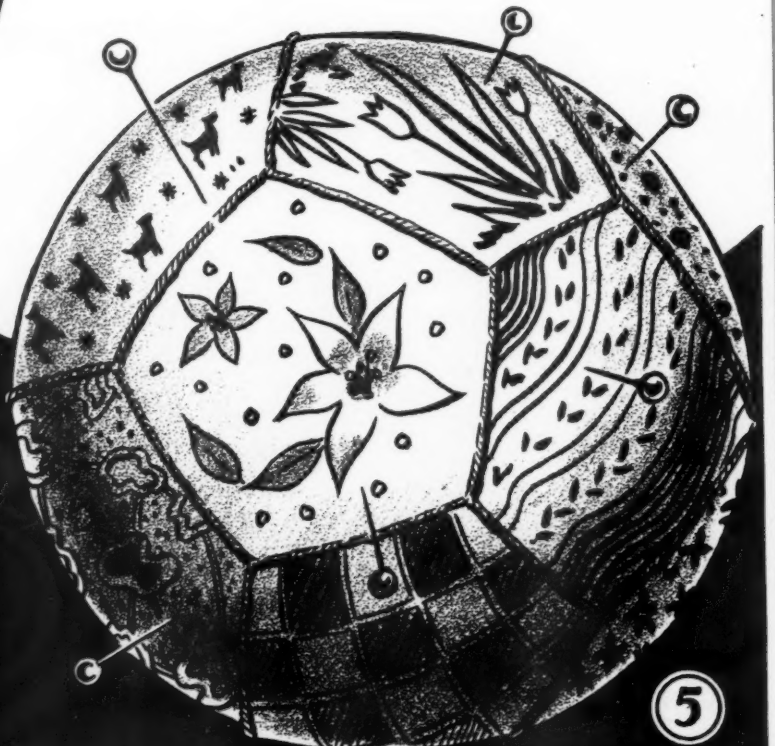
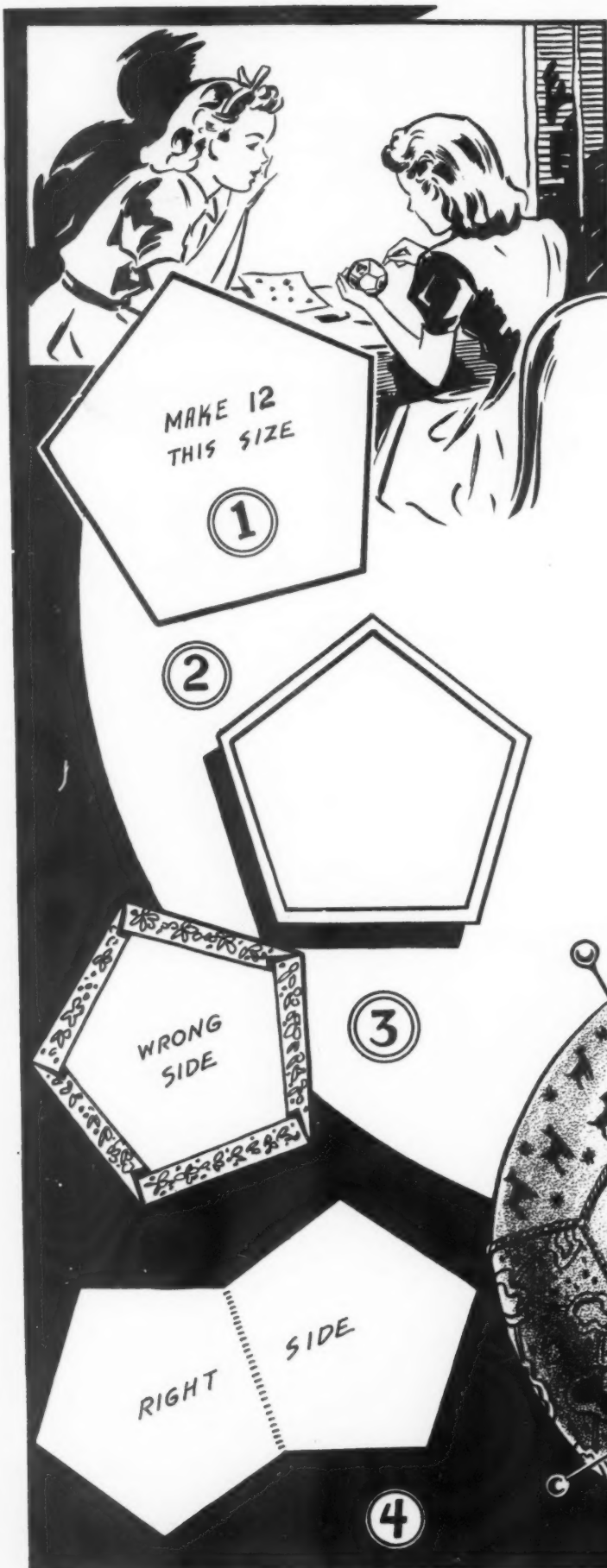
Cut wire for leaves about one and one-half inches longer than leaf and group them around the top of the trunk. Fasten them securely and wrap with brown folded crepe strip. From seven to nine leaves are used for a larger tree. A finished scene was shown in the January issue.



A PATCHWORK PIN CUSHION

Both Colonial and pioneer children were expected to make patchwork quilts as part of their home education. A quilt is a large undertaking for a school project, but here is a pincushion which carries out the idea of careful stitching. Choose a pentagon and cut a pattern. Paste this on a piece of cardboard and cut round the edges carefully. This will make a firm pattern to mark around. Take a sheet of cotton batting and mark off twelve pentagon shapes. (Thin paper may be used instead if desired.) Next cut out twelve pieces of bright colored cotton material allowing a little more than one-eighth of an inch for turning back. (Fig. 2) Now, turn the edges in on the wrong side and baste, or paste them, (Fig. 3) down neatly over the batting shape. Sew, or "over-sew" two sides of the pentagon together continuing, as in Fig. 4 until there are only two sides left.

Stuff the cushion with cotton, kapok, or sheep's wool and sew the last two sides together. The over and over stitches made with embroidery silk and a rather coarse needle are all on the right side. Find some pins with bright colored heads to stick in the cushion when finished.



An Arithmetic Pocket Game

By Emily M. Knight,
San Bernardino, California

In order to keep up interest in Arithmetic, I find new things must be brought up. Here is a device which I have used for several years and have found excellent motivation. It satisfies the need of the child to become a member of a social group and contributes to the proper development of mathematical ability through the medium of play.

Material:

A full sheet of tag board colored light green by using poster paint. Pockets similar to book pockets, only smaller, made of stiff colored construction paper. Cards, 3x5, cut in half. Each half marked off in squares and the child's name printed in India ink at the top.

Directions:

Arrange the pockets in rows of five to a row.

Print ARITHMETIC POCKET GAME at the top of the green sheet; make the letters large and black. Print the rules of the game in smaller letters.

Game:

As a child is able to check off on the easy addition and easy subtraction facts, his card moves into one of the first pockets. As he learns the next harder groups, he moves into the second pocket in the row. Hard addition and hard subtraction facts earn another move. The last pocket is for easy multiplication and easy division. If you wish, you can continue the pockets to accommodate more combinations. The first child to reach the last pocket gets a gold star on the pocket, and no one is allowed to come in with him. Other pockets have several cards in them at a time. The cards must be arranged so the names show. The card is punched in a square for each twenty-five facts learned.



A Time Saver

By Gladys Gregory
Turney, Missouri

As I read each new issue of *Junior Arts and Activities* I find many patterns, articles and pictures which I do not need just then but will need in the future. In order that I may quickly and easily find these again when the time comes, and also, that I may not forget about them, I have adopted the following plan.

As I find the articles, pictures, or patterns which appeal to me I jot down on a filing card, 3x5, the subject, a note about the contents, the issue and page number of the magazine. I include any other information that I think may be useful. These cards I keep under their proper classification in a pasteboard box from the dime store. This plan saves a lot of time and fussing as it takes only a second to find what I want.

When I have received a year's supply of *Junior Arts and Activities* I shall bind them together to guard against losing a single copy.



When one goes on a journey to a strange place, some sort of guide is consulted to point out the way and to suggest things we wish to see and have explained. I have found *Junior Arts and Activities* such a guide in embarking on my year's work, and I have planned a very simple way to use each issue. It has worked so well, other teachers may want to know how this plan is handled. It is especially helpful when some subject not planned for in advance happens to come up for discussion. Right at hand is something to make the lesson more interesting and the recitation or project more worthwhile.

Parchment Maps

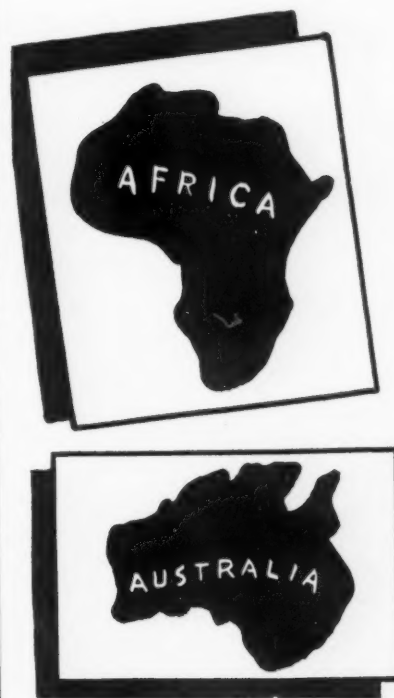
By Marion Henry, District No. 13,
Town of Western, West Branch, N. Y.

Here are directions for making maps which look like parchment. I have used this project successfully with children from the third to the eighth grades. They are made from ordinary white drawing paper and prove to be both attractive and durable.

Sketch the map, color the outlines, and draw the desired details and border design with crayons. Then, oil the paper with linseed oil and let it stand overnight between newspapers. Next, shellac and allow the map to dry well.

We have made picture maps of our town, or neighborhood, with pictures of landmarks, such as churches, the gas station, greenhouse, cemetery, school, and other buildings. We have also made maps of different countries showing their animals. A map of Africa showing the jungle animals was especially attractive.

The present renaissance of pictorial maps offers many opportunities for illustration and color, but the look of an old map which results from the parchmentizing of the paper, adds extra interest. The borders furnish a valuable problem in design, being as simple or intricate as the age and ability of the pupils permit. The study of transportation will suggest many space-filling designs for the border, each drawn with little detail and only a few leading lines. The borders should be colored in the dominant colors used on the map. In lettering, if a piece of bristol board is lined and placed beneath the parchment paper, the lines will show through, thus saving the ruling of lines and erasing on the map surface.



ELEMENTARY HANDCRAFT PROJECTS

by
D. C. Blide

Prepared especially for the regular classroom teacher in rural and other elementary schools having little equipment for hand craft work. A very effective and helpful book for all teachers because of the simplicity of the projects suggested, the minimum of materials and supervision necessary to work them out.

This 94-page book, just published, contains patterns and easy-to-follow directions for the following hand craft projects:

WOODWORK

Doorstops, letter holders, all kinds of toys, broom holders, corner and wall shelves, calendar stands, sewing box, magazine holders, bird houses and feeders, plant holders and foot stools.

KEENE CEMENT

Tea tile, candle holder, pen holder, book ends, wall plaques, and lamp bases.

LINOLEUM BLOCK PRINTS

For each month, birthdays, Christmas, Easter, Mother's Day, programs, and others.

"Elementary Hand Craft Projects" will enable any teacher to give her pupils the worthwhile activities and excellent correlations provided by hand craft work. To attract, hold, and develop pupils' interest in regular school work, to foster desirable character traits, to make learning more effective, order "Elementary Hand Craft Projects" today.

Price, postpaid, \$1.00

Written and published by D. C. Blide, Director,
Industrial Arts Department, State Teachers
College, Minot, North Dakota

Dept. J

D. C. Blide, Industrial Arts Department
State Teachers College, Minot, No. Dak.

I am enclosing \$.....for.....copies
of Elementary Hand Craft Projects.

NAME

ADDRESS

VISUAL AIDS IN TEACHING

In working with children of all ages any medium is useful which enables the child's imagination to bring the subject studied, down to the plain of the visible. Visual instruction in modern education has been found to be one of the strongest motivations of effort on the part of the pupil, for it enriches the various subjects of the curriculum with an economy of time. It has become one of the most widely discussed subjects in the field of education with visual-instruction departments organized in larger school systems, and distributing centers for visual materials maintained in leading universities.

Visual devices are not a substitute for oral or written methods of instruction but rather, supplement the gaining of knowledge. Furthermore, visual instruction is not new, although there are numerous new devices. In ancient Greece scholars taught their students as they walked about the streets. The ceremonies and cathedrals of the Middle Ages are the visible results of the religious teaching of that period. In fact, all successive stages of man's activities, his play, dress, and entire pattern of life is depicted in concrete materials. Visual instruction is the relation between these concrete materials which are used in teaching, and the process of the child's learning.

There are various types of visual aids, such as still pictures from magazines, commercial folders, and text books; lantern slides, and motion pictures; graphic materials such as cartoons, maps, charts, and graphs; and laboratory experiments, demonstrations, and dramatizations. Each type has its own particular advantages, or limitations, in teaching situations according to the varying backgrounds and experiences of the pupils. The old fashioned stereograph is still valuable because it supplies space to pictures in three dimensions. Projectors are popular because they and the slides are relatively inexpensive, many slides being made by the pupils themselves. School journeys and museum material comprising models and specimens, are useful in clarifying abstract concepts. Only ten per cent of the schools

use the motion picture because of the expense attached to the equipment. The excellence of the educational material now available is a form of laboratory experience, and as an end in instruction, provides understandings and integrations.

Children like to see, and touch, and to connect previous experience with the thing which is symbolized in the lesson by words, either oral or printed. When a model is made, a model being a replica of an object, or a specimen is brought in from its natural setting, the imagination is cultivated. To one mind a fact is a fact, to another it assumes a picture making quality which surrounds the subject with new suggestions. As all children are not endowed with active imaginations, meaning in the lesson is strengthened by showing the progressive stages of development in some industry, by pictures from the past, leading to pictures of contemporary civilization. By showing how people live in another environment, sympathy and understanding result from this visual cultivation of the imagination.

The motion picture, the radio, and the phonograph have greatly enriched life and helped people to meet the problems of current life. John Dewey says that the pupil in school does his best work when the work in itself commands his attention. The unlimited curiosity of young people, small children especially, should be met with sensory appeals. The glass slide, like the film, is for group use and shows scenes from nature, or the process of industries, such as in the film, "Pig Iron to Steel." There are two other types of films, those that show pictorially man's various skills, and those which picture dramatic episodes. (For a complete list of such films, see "1001 Films" catalogue, published by the Educational Screen, 64 E. Lake St., Chicago, Illinois.)

The most realistic picture, or word description, will never equal an object which may be handled or observed first hand, such as a real specimen of a cotton boll or a butterfly. Like the crow, children

(continued on next page)

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26. 1924
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28. Illinois
29. 7,328 acres
30. Pennsylvania

love to collect, and this gathering of objects for a visual exhibit satisfies the hoarding instinct, and another tendency of children, that of being ever active.

The playhouse has aided the history teacher immensely in such films as *Daniel Boone*, RKO Radio Picture of pioneer days, and *The Adventures of Huckleberry Finn*, M-G-M screen version of Mark Twain's tale of adventure picturing the Mid-South, dominated by the Mississippi River "symbolic in itself of the currents and cross-currents of thought and feeling" which prevailed in America during the days before the Civil War. The chief characters in *The Adventures of Huckleberry Finn*, Huck and the runaway slave, Jim, are much concerned with slavery and its abolition. In *Daniel Boone*, the spirit of the picture is the spirit that made the American pioneer invincible. (Study Guides to these films and others may be obtained from Educational Recreational Guides, Inc., 125 Lincoln Ave., Newark, N. J.) In such period pictures every historical detail must be correct with each separate prop an authentic replica of articles then in use. The background scenes give an excellent idea of a country, as the location man knows just how scenery looks in every spot in the world.

The following illustrative material will be found useful in carrying out February units of study: Ford Educational Library, Ford Motion Picture Laboratories, 14310 Woodward Avenue, Detroit, Michigan—Film 32, Landmark of Early Exploration and Settlement in North America, Part II. No. 223, The Way of the West. Society for Visual Education, 100 East Ohio Street, Chicago, Illinois—*Picturol*: First Westward Movement; George Washington—*Schoolfilm*: Settling the Ohio Valley—Louisiana Purchase and Lewis and Clark Expedition—The Steamboat in United States History—Trans-Mississippi Trails—Across the Rockies to the Pacific. Keystone View Company, Inc., Meadville, Pennsylvania—Slide 85, The First President; 322, Washington Inaugurated First President; 112, One of the First Railway Trains; 125, Where Slaves Were Commodities; 128, Where the Civil War Began. McKinley Publishing Co., 1623 Ranstead Street, Philadelphia—Illustrated Topics for American History, S.23, Picture of a slave ship and slave market; S.31, Scenes in the Slave State.

Send for pamphlet No. 80 to Superintendent of Documents, Washington, D. C., "Sources of Visual Aids and Equipment for Instructional Use in Schools." 10c.

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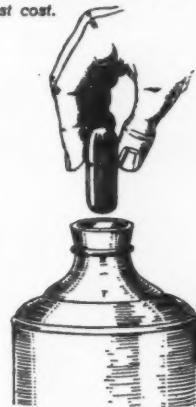
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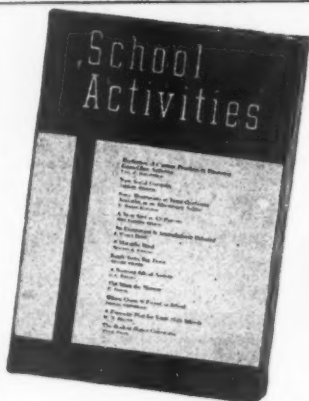
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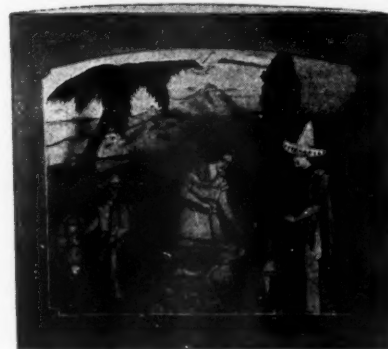
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